



Skills Progression for Music



Strand	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
<p>Appraisal</p> <p>N.C Aim 1: Listen to, review and evaluate music across a range of historical periods, genres, styles cultures and traditions, including the works of the great composers and musicians.</p>	<p>Start to recognise/identify very simple style indicators and different instruments used.</p> <p>Begin to march, clap, tap your knees, move to find and internalise the pulse.</p> <p>Begin to understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch) and how they fit into the music you are listening to.</p> <p>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p>	<p>Try to recognise/identify very simple style indicators and different instruments used.</p> <p>March, clap, tap your knees, move to find and internalise the pulse.</p> <p>Continue to understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music.</p> <p>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p>	<p>Begin to identify very basic style indicators and start to recognise different instruments.</p> <p>Find the pulse and begin to understand what pulse is/does/means etc.</p> <p>Begin to use accurate musical language to describe and talk about music.</p> <p>Understand and show how pulse, rhythm, pitch, tempo and dynamics fit together.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Understand the purpose of the song and context within history.</p>	<p>Identify basic musical styles and recognise different instruments.</p> <p>Find the pulse and understand what pulse is/does/means etc.</p> <p>More consistently, use accurate musical language to describe and talk about music.</p> <p>Give specific reference to musical dimensions: pulse, rhythm, pitch, tempo, dynamics and timbre fit together.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Understand the purpose of the song and context within history.</p>	<p>Recognise/identify different style indicators, different instruments and their sounds.</p> <p>Find the pulse innately if the music they are listening to and understand what that means.</p> <p>Use correct musical language to describe and talk about music.</p> <p>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p> <p>Listen, comment on and discuss with confidence ideas together as a group, respecting others' ideas and feelings.</p>	<p>Listen with security and confidently recognise/identify different style indicators, different instruments and their sounds.</p> <p>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>Use correct musical language to describe and talk about music.</p> <p>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p> <p>Listen, comment on and discuss with confidence ideas together as a group, respecting others' ideas and feelings.</p>	<p>Explain the processes and contexts of a range of musical genre and styles.</p> <p>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>Use correct musical language to describe and talk about music.</p> <p>Understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure.</p> <p>Listen, comment on and discuss with confidence ideas together as a group, respecting others' ideas and feelings.</p>
<p>Performing</p> <p>N.C. Aim 2: Learn to sing and to use their voices.</p>	<p>Join in with familiar rhymes, songs and chants.</p> <p>Start to sing in a group/ensemble.</p> <p>Listen to and repeat simple patterns of sounds.</p> <p>Repeat and copy short rhythmic and melodic patterns.</p>	<p>Sing simple songs from memory with accuracy of pitch.</p> <p>Sing in unison in a group/ensemble.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p>	<p>Sing in tune within a limited pitch range and continue to understand:</p> <p>Working together as part of a group and beginning to develop the confidence to sing alone.</p> <p>Consider that words mean something and project the meaning of the song.</p> <p>Perform with control of pulse and awareness of what others are singing.</p> <p>Follow a leader/ conductor joining in and stopping as appropriate.</p> <p>Continue to understand the importance of warming up voices and establish a good singing position.</p>	<p>Sing in tune within a limited pitch range and continue to understand in greater depth:</p> <p>Working together as part of a group and developing the confidence to sing alone.</p> <p>Maintain a simple part within an ensemble or choral group with a good sense of the pulse internally and in time with the group.</p> <p>Sing with awareness of breathing and diction.</p> <p>Understand how melody and words should be interpreted (match the performance of the song to show how the music sounds).</p> <p>Follow a leader/ conductor confidently joining in and stopping as appropriate.</p> <p>Continue to understand the importance of warming up voices and establish a good singing position.</p>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <p>The workings of an ensemble/ choir, how everything fits together. Occasionally singing in two parts.</p> <p>Sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p>Sing increasingly difficult melody and words.</p> <p>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</p> <p>Follow the leader/ conductor and have a chance to be the leader/ conductor.</p> <p>Continue to understand the importance of warming up voices and establish a good singing position.</p>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <p>How to work together as part of a group and in an ensemble or, as a soloist.</p> <p>Make use of a range of expressive elements in own performance.</p> <p>Maintain a complex part in an ensemble or choral group.</p> <p>Follow a leader/ conductor with confidence and ease, understand why and how the ensemble works/ fits together. Have a chance to be the leader/ conductor.</p> <p>Continue to understand the importance of warming up voices and establish a good singing position.</p>	<p>Select and make expressive use of tempo, dynamics, phrasing and timbre etc.</p> <p>Maintain a complex part in a large ensemble or choral group with multiple parts.</p>



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<p>N.C. Aim 2 Have the opportunity to learn a musical instrument.</p>	<p>Begin to play a classroom instrument as part of a group/ensemble with a sound-before-symbol (by ear) approach.</p> <p>Move between differentiated parts as required using a sound-before-symbol approach.</p> <p>Learn to stop/start and respond to basic musical cues from the leader/conductor.</p> <p>Learn how to treat your instrument with respect and how to play it correctly.</p>	<p>Play a classroom Instrument more confidently as part of a group/ensemble with a sound- before-symbol (by ear) approach.</p> <p>Move between differentiated parts as required using a sound-before-symbol approach.</p> <p>Continue to respond to basic musical cues from the leader/conductor.</p> <p>Continue to treat your instrument with respect and how to play it correctly.</p>	<p>Play a classroom instrument with more knowledge and confidence as part of a group/ensemble with a soundbefore- symbol (by ear) approach.</p> <p>Move between differentiated parts as required using a sound-before-symbol approach.</p> <p>Respond to basic musical cues such as starting and stopping from the leader/conductor.</p> <p>Treat your instrument with respect and care and use the correct techniques to play them.</p> <p>Begin to recognise/ identify and musically demonstrate awareness of a link between shape and pitch graphic notations (<i>see musical progression within units document</i>).</p>	<p>Play a classroom Instrument more confidently as part of a group/ensemble with a sound-before-symbol (by ear) approach.</p> <p>Play with more knowledge, confidence and ease.</p> <p>Move between differentiated parts as required using a sound-before-symbol approach beginning to use notation.</p> <p>Respond to basic musical cues from the leader/conductor. Follow the leader confidently.</p> <p>Treat your instrument with respect and care using the correct techniques to play them.</p> <p>Recognise/ identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. (<i>see musical progression within units document</i>).</p>	<p>Play a classroom instrument (or band instrument) as part of a group/ensemble Play with more knowledge, with a sound-before-symbol (by ear) approach.</p> <p>Play with more knowledge, confidence, ease and enjoyment.</p> <p>Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</p> <p>Demonstrate musical quality- clear starts, ends of pieces/ phrases, technical accuracy.</p> <p>Maintain an independent part in a small group.</p> <p>Treat your instrument with respect and care using the correct techniques to play them.</p> <p>Develop understanding of the basics and foundations of notations. (<i>see musical progression within units document</i>).</p>	<p>With a greater depth of understanding:</p> <p>Play differentiated parts with a sound-before-symbol approach or using the notated scores.</p> <p>Choose parts according to ability and play them musically.</p> <p>Progress as appropriate between the parts.</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse.</p> <p>Maintain an independent part in a small group.</p> <p>Treat your instrument with respect and care using the correct techniques to play them.</p> <p>Build on understanding the basics and foundations of formal notation- an introduction. (<i>see musical progression within units document</i>).</p>	<p>Maintain a complex part in a large ensemble or group with multiple parts.</p> <p>Perform musical pieces in more than one key.</p> <p>Use knowledge of notation to play pieces taking into account dynamic markings to create an expressive performance.</p>
<p>Improvisation (KS2 only) & Composition</p> <p>N. C Aim 2: To create and compose music on their own and with others.</p> <p>N.C Aim 2: Use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p>	<p>Create and choose sounds in response to simple starting points as a group.</p> <p>Create compositions using one or two notes.</p> <p>Recognise and identify changes in sounds and melodies.</p> <p>Represent sounds with symbols using pictures.</p>	<p>Create a simple melody choosing and ordering sounds within simple structures, e.g. beginning, middle and end.</p> <p>Create compositions using two notes.</p> <p>Recognise how musical elements can be used to create different effects.</p> <p>Represent changing sounds with symbols, e.g. high/low, fast/slow.</p> <p>Identify ways of improving own work.</p>	<p>Compose a section of music that can be added to a performance of a song:</p> <p>Create a slightly more complex melody (usually in a group) within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>Represent sounds and musical direction with symbols to create a simple score.</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>Talk about the impact of changes made to improve work.</p>	<p>Compose a section of music that can be added to a performance of a song:</p> <p>Create a slightly more complex melody (usually in a group) within the context of the song that is being learnt.</p> <p>Compose using two notes with confidence and begin to use three notes.</p> <p>Represent sounds and musical direction with symbols to create a simple score.</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p>	<p>Compose a section of music that can be added to a performance of a song:</p> <p>Create a complex melody (usually in a group) within the context of the song that is being learnt.</p> <p>Compose using one, two or three notes confidently.</p> <p>Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.</p> <p>Compare, improve and perform an increasing range of melodies.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. (<i>See musical elements</i>)</p> <p>Improvisation Continue to explore and create</p>	<p>Compose a section of music that can be added to a performance of a song:</p> <p>Confidently create a complex melody within the context of the song that is being learnt and do this with deeper understanding.</p> <p>Compose using up to three or more notes with greater confidence.</p> <p>Improve and compose using elements of different genres and styles.</p> <p>Use musical notation and devices, e.g. melody, and rhythms and structure, to create a score.</p> <p>Compare, improve and perform a range of melodies and songs combining different parts.</p> <p>Musically demonstrate an</p>	<p>Improve and compose using elements of a range of different genres and styles.</p> <p>Use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part.</p> <p>Use appropriate notation to effectively plan, revise and refine a musical score.</p> <p>Compare, improve and perform a range of melodies and songs for different audiences, from different cultures.</p> <p>Improvisation Create and perform musical pieces in more than one key.</p> <p>Create increasingly complex accompaniments using a range of repeating chords.</p>



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			<p>Improvisation Improvise repeated patterns and create layers of sounds.</p> <p>Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Improvise through clapping or using one or two notes.</p> <p>Improvise using very simple patterns on an instrument and/or voice.</p> <p>Create own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Perform rhythms and melodies with confidence and understanding in the group.</p>	<p>Talk about the impact of changes made to improve work.</p> <p>Improvisation Improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Improvise using one or two notes with confidence. Begin to use three notes.</p> <p>Improvise using very simple patterns on an instrument and/or voice.</p> <p>Create simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform rhythms and melodies with confidence and understanding in the group.</p>	<p>musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>Improvise using one, two or three notes confidently.</p> <p>Improvise using simple patterns on your instrument and/or voice. Create complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Perform own rhythms and melodies with confidence and understanding in the group.</p>	<p>understanding and use of the interrelated dimensions of music as appropriate. <i>(See musical elements)</i></p> <p>Improvisation Explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>Improvise using up to three or more notes with greater confidence.</p> <p>Improvise using simple patterns on your instrument and/or voice.</p> <p>Create complex rhythmic patterns that lead to melodies in a group or a solo situation. Perform your own rhythms and melodies with confidence and understanding in the group.</p>	
<p>Interrelated Dimensions of Music</p> <p>N.C Aim3: 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.</p> <p>*pulse and rhythm</p>	<p>Use everyday language to describe to sounds.</p> <p>Recognise and explore how sounds can be made and changed:</p> <p>Identify high and low sounds (pitch)</p> <p>Identify loud and soft sounds (dynamics)</p>	<p>Use simple musical vocabulary to describe sounds.</p> <p>Recognise and explore how sounds can be made and changed:</p> <p>Recognise and reproduce high and low sounds (pitch)</p> <p>Recognise and reproduce loud and soft sounds (dynamics)</p> <p>Recognise and reproduce fast and slow sounds (tempo)</p> <p>Establish a steady beat.</p> <p>Explore similarities and difference between contrasting musical elements.</p>	<p>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, rests.</p> <p>Use simple musical vocabulary to describe both sounds and the way they are produced.</p> <p>Compare and contrast sounds according to pitch.</p> <p>Compare and contrast sounds according to duration.</p> <p>Compare and contrast sounds according to dynamics.</p> <p>Compare and contrast sounds according to tempo.</p>	<p>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, semi-breves- four beats and dotted minims- three beats.</p> <p>Confidently uses the language of pitch, dynamics, tempo and duration (pulse and rhythm).</p> <p>Recognise differences in dynamic levels, e.g. soft, loud etc</p> <p>Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre.</p>	<p>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, semi-breves- four beats and dotted minims- three beats.</p> <p>Confidently uses the language of pitch, dynamics, tempo and duration (pulse and rhythm).</p> <p>Recognise features such as crescendo (getting louder), diminuendo (getting quieter).</p> <p>Identify and create more complex patterns, maintaining own part.</p>	<p>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, semi-breves- four beats and dotted minims- three beats, quavers-half a beat.</p> <p>Confidently uses the language of pitch, dynamics, tempo and duration (pulse and rhythm).</p> <p>Recognise a range of dynamic features including, accents.</p> <p>Use knowledge of notation to depict rhythmic phrases and patterns.</p>	<p>Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns.</p> <p>Use dynamic markings to create an expressive performance.</p> <p>Use two or more melodies to create a complex structure.</p>