

**Music Progression of Skills KS1 – Year 1**

<b>Year 1 National Curriculum Objectives: <i>Children will be taught to...</i></b>	
<p><b><u>KS1 Area of Study</u></b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b><u>Listening and Appraising</u></b></p> <ul style="list-style-type: none"> <li>• Start to listen for different types of sounds and begin to recognise different instruments used.</li> <li>• Begin to ‘find the pulse’</li> <li>• Move - march, clap, tap knees etc. to find the pulse.</li> <li>• Copy and clap back rhythms.</li> <li>• Express how the music makes them feel, begin to use language of music to describe the music.</li> <li>• Begin to listen respectfully to a diverse range of music and peers responses to music.</li> </ul>
<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Learn simple songs to sing from memory.</li> <li>• Sing and rap as part of a group in unison, at the same pitch with increasing confidence.</li> <li>• Sing call and response songs to match the pitch sung.</li> <li>• Use voices to sing notes of different pitches (high and low).</li> <li>• Make different types of sounds with their voices – how to rap or say words in rhythm.</li> <li>• Stop and start as appropriate and begin to follow a leader/conductor.</li> </ul>	<p><b><u>Playing Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect</li> <li>• Understand how to play instruments correctly.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>
<p><b><u>Improvisation and Composition</u></b></p> <p><b><u>Improvisation</u></b></p> <ul style="list-style-type: none"> <li>• Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>• Understand that improvisation is when we make up our own tune or rhythm on the spot (which is not written down or notated).</li> <li>• Improvise very simple patterns, using one or two notes using instruments and/or voice.</li> </ul> <p><b><u>Composition</u></b></p>	<p><b><u>Perform and Reflect</u></b></p> <ul style="list-style-type: none"> <li>• Begin to work together as part of an ensemble/band.</li> <li>• Practise, rehearse and perform with awareness of audience.</li> <li>• Evaluate performances saying how they felt.</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Create own simple melodies.</li><li>• Create compositions using one, two or three notes.</li></ul> |  |
|--|--|

**Music Progression of Skills KS1 – Year 2**

**Year 2 National Curriculum Objectives:** *Children will be taught to...***KS1 Area of Study**

- 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

**Listening and Appraising**

- Recognise/identify very simple style indicators and different instruments used.
- Understand what it means to find the pulse and move (march, clap, tap knees etc) to find and internalise the pulse.
- Use basic musical language to describe the music and express the feelings it evokes.
- Understand how songs can tell a story or describe an idea.
- Discuss simple dynamics of music pulse, rhythm, pitch (possibly tempo dynamics) in the song.
- Begin to know how songs are structured and that some songs have a chorus or a response/answer part
- Listen respectfully to a diverse range of music and peers responses to music.

**Singing**

- Sing and rap as part of a group in unison with confidence.
- Understand the importance of warming up.
- Find a comfortable singing position and posture in singing.
- Make different types of sounds with their voices – rap (spoken word with rhythm).
- Stop and start as appropriate and begin to follow a leader/conductor.

**Playing Instruments**

- Continue to treat instruments carefully and with respect.
- Play a classroom instrument as part of a group/ensemble and as part of the song being learnt.
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader/conductor.
- Learn names of the notes in their instrumental part from memory or when written down.
- Know the names of untuned percussion instruments played in class.

**Improvisation and Composition****Improvisation**

- Improvise very simple patterns, using one or two notes using instruments and/or voice.

**Composition**

- Help create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.

**Perform and Reflect**

- Work together as part of an ensemble/band remembering the importance of starting and ending together.
- Practise, rehearse and perform with awareness of audience.
- Perform a chosen song from Charanga.
- Add their ideas to the performance.
- Evaluate performances saying what went well and what could be improved.

**Music Progression of Skills KS2 – Year 3**

<b>Year 3 National Curriculum Objectives: Children will be taught to...</b>	
<p><b><u>KS2 Area of Study</u></b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related</li> <li>• dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>	<p><b><u>Listening and Appraising</u></b></p> <ul style="list-style-type: none"> <li>• Identify styles of music.</li> <li>• Identify instruments in the song.</li> <li>• Confidently identify and move to the pulse.</li> <li>• To take it in turns to express how the song makes them feel.</li> <li>• Think about what the words of a song mean and say what the song is about.</li> <li>• Identify musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To understand the importance of warming up.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader or conductor when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul>	<p><b><u>Playing instruments</u></b></p> <ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• Rehearse and perform their part within the context of the song.</li> <li>• listen to and follow musical instructions from a leader</li> </ul>

<p><b><u>Improvisation and Composition</u></b></p> <p><b><u>Improvisation</u></b></p> <ul style="list-style-type: none"><li>• Improvise very simple patterns, using one, two or three notes using instruments and/or voice.</li></ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"><li>• Help create at least one simple melody using one, three or five different notes.</li><li>• Plan and create a section of music that can be performed within the context of the unit song.</li><li>• Talk about how it was created.</li><li>• Listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li></ul>	<p><b><u>Perform and Reflect</u></b></p> <ul style="list-style-type: none"><li>• Choose what to perform and create a programme.</li><li>• Communicate the meaning of the words and clearly articulate them.</li><li>• Understand position when the best place to be performing and how to stand or sit.</li><li>• Record the performance and say how they were feeling, what they were pleased with what they would change and why</li></ul>
--	--

**Music Progression of Skills KS2 – Year 4**

<b>Year 4 National Curriculum Objectives: <i>Children will be taught to...</i></b>	
<p><b><u>KS2 Area of Study</u></b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>	<p><b><u>Listening and Appraising</u></b></p> <ul style="list-style-type: none"> <li>• Identify styles of music.</li> <li>• Identify instruments in the song.</li> <li>• Confidently identify and move to the pulse.</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Think about what the words of a song mean and say what the song is about.</li> <li>• Identify musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>• To talk about the musical dimensions working together in the songs eg if the song gets louder in the chorus (dynamics)</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Sing in unison and in simple two-parts.</li> <li>• Know why you must warm up your voice.</li> <li>• Demonstrate a good singing posture.</li> <li>• Follow a leader when singing.</li> <li>• Explore singing solo.</li> <li>• Understand texture: how a solo singer makes a thinner texture than a large group</li> <li>• Sing with awareness of being 'in tune'.</li> <li>• Rejoin the song if lost.</li> <li>• Listen to the group when singing</li> </ul>	<p><b><u>Playing Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Play a classroom instrument as part of a group/ensemble and as part of the song being learnt.</li> <li>• Respecting and looking after their instrument in school and at home.</li> <li>• The importance of practising an instrument in order to make improvements.</li> </ul>



**Improvisation and Composition****Improvising**

- Improvise very simple patterns, using one, two or three notes using instruments and/or voice.
- Use some of the riffs previously heard in their improvisations.

**Composition**

- Help create at least one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

**Perform and Reflect**

- Perform to an audience – parents, peers, teachers
- Play their part of an ensemble, knowing when to start/finish.
- Present a musical performance designed to capture the audience.
- Communicate the meaning of the words and clearly articulate them.
- Understand position when the best place to be performing and how to stand or sit.
- Evaluate the performance and say how they were feeling, what they were pleased with what they would change and why

**Music Progression of Skills KS2 – Year 5**

**Year 5 National Curriculum Objectives: *Children will be taught to...*****KS2 Area of Study**

- 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.

**Listening and Appraising**

- Identify the style of music and name other songs they have heard previously in this style.
- Identify some of the style indicators of the songs (musical characteristics that give the songs their style)
- Name instruments they can hear in the song.
- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- To identify and move to the pulse with ease
- Think about the message of songs and the lyrics.
- Understand the historical context of the songs and what was going on at the time.
- Discuss musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- To talk about the musical dimensions working together in the unit songs.
- Use musical words to talk about the songs.
- Identify the main sections of the song, musical dimensions and when they are used in the song.
- Talk about the music and how it makes them feel.

**Singing**

- Sing in unison and to sing backing vocals.
- Know and explain the importance of warming up your voice.
- Enjoy exploring singing solo.
- Listen to the group when singing.
- Demonstrate a good singing posture.
- Follow a leader when singing.
- Experience rapping and solo singing.
- Listen to each other and be aware of how you fit into the group.

**Playing Instruments**

- To read the notes C, D, E, F, G, A, B + C on the treble stave
- Recognise different ways of writing music down – e.g. staff notation, symbols.
- Play a musical instrument with the correct technique within the context of the Unit song.
- Play a instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

<ul style="list-style-type: none"> <li>• Sing with awareness of being 'in tune'</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and perform their part within the context of the Unit song.</li> <li>• Listen to and follow musical instructions from a leader/conductor.</li> <li>• Lead a rehearsal session.</li> </ul>
<p><b><u>Improvisation and Composition</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>• Improvise very simple patterns, using one, two or three notes using instruments and/or voice.</li> <li>• Use some of the riffs previously heard in their improvisations.</li> <li>• Know three well-known improvising musicians</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p><b><u>Perform and Reflect</u></b></p> <ul style="list-style-type: none"> <li>• Perform to an audience – parents, peers, teachers</li> <li>• Play their part of an ensemble, knowing when to start/finish.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• Communicate the meaning of the words and clearly articulate them.</li> <li>• Understand position when the best place to be performing and how to stand or sit.</li> <li>• Evaluate the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>

**Music Progression of Skills KS2 – Year 6**

<b>Year 6 National Curriculum Objectives: <i>Children will be taught to...</i></b>	
<p><b><u>KS2 Area of Study</u></b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related</li> <li>• dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>	<p><b><u>Listening and Appraising</u></b></p> <ul style="list-style-type: none"> <li>• Identify the style of music and name other songs they have heard previously in this style.</li> <li>• Identify some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>• Name instruments they can hear in the song.</li> <li>• Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• To identify and move to the pulse with ease</li> <li>• Think about the message of songs and the lyrics.</li> <li>• Understand the historical context of the songs and what was going on at the time.</li> <li>• Discuss musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>• To talk about the musical dimensions working together in the unit songs.</li> <li>• Use musical words to talk about the songs.</li> <li>• Identify the main sections of the song, musical dimensions and when they are used in the song.</li> <li>• Talk about the music and how it makes them feel, using musical language to describe the music</li> <li>• Understand and talk about that fact that we each have a musical identity</li> </ul>
<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Sing in unison and to sing backing vocals.</li> <li>• Explain the importance of warming up your voice.</li> <li>• Demonstrate a good singing posture.</li> <li>• Follow a leader when singing.</li> <li>• Lead and conduct a group.</li> <li>• Experience rapping and solo singing.</li> </ul>	<p><b><u>Playing Instruments</u></b></p> <ul style="list-style-type: none"> <li>• To read the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• Recognise different ways of writing music down – e.g. staff notation, symbols.</li> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>

<p>Listen to each other and be aware of how you fit into the group.</p> <ul style="list-style-type: none"> <li>• Sing with awareness of being 'in tune'. Lead and conduct a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> </ul>
<p><b><u>Improvisation and Composition</u></b></p> <p><u>Improvising</u></p> <ul style="list-style-type: none"> <li>• Improvise very simple patterns, using one, two or three notes using instruments and/or voice.</li> <li>• Use some of the riffs previously heard in their improvisations.</li> <li>• Know three well-known improvising musicians</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p><b><u>Perform and Reflect</u></b></p> <ul style="list-style-type: none"> <li>• Perform to an audience – parents, peers, teachers</li> <li>• Play their part of an ensemble, knowing when to start/finish.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• Communicate the meaning of the words and clearly articulate them.</li> <li>• Understand position when the best place to be performing and how to stand or sit.</li> <li>• Evaluate the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>

## The Interrelated Dimensions of Music (Dimensions)

**Dynamics** – how loud or quiet the music is

**Melody** – the tune

**Pulse** – heartbeat of the music

**Pitch** – high or low sounds

**Rhythm** – the regular repeated pattern of beats

**Structure** – the composition of the music

**Tempo** – the speed of the music

**Texture** – the layers of sound

**Timbre (tam ba)** – the quality/ definition of the sounds

**Genre** – type of music



