**Music**

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|  | **All Music – Progression of Skills** | | | | | |
| **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| |  | | --- | | **Use voices expressively and creatively** | | |  | | --- | | To find their singing voices and use them confidently.  Use voices in different ways such as speaking, singing and chanting  Follow pitch movements with their hands and use high, low and middle voices  Begin to sing with some control of pitch  Sing with an awareness of other performers.  Sing with a sense of pulse and control of rhythm. | | Sing songs expressively.  Use their voices creatively.  Sing with the sense of shape of a melody with some accuracy of pitch.  Begin to understand to breathe in certain places, develop an awareness of phrases. | |  | | --- | | Sing with confidence with a wider vocal range.  Sing songs and create different vocal effects  Sing with accurate pitch.  Sing in unison.  Internalise sounds – singing parts of a song in their heads.  Sing with an awareness of pulse and control of rhythm.  Recognise structures – phrases.  Sing expressively with an awareness of dynamics, tempo and timbre. | | Sing with confidence with a wider vocal range also exploring vocal effects .  Understand how posture and mouth shape affect the different voice sounds.  Sing in unison and simple part songs with expression and using dynamics, tempo and timbre effectively.  Maintain the correct pitch with secure intonation with increasing attention to phrasing. | Sing with confidence with a wider vocal range with clear diction.  Sing in unison and 2 parts as a round or with ostinato and other musical devices.  Sing in tune with controlled pitch and expression with a clear sense of phrasing.  Sing in tune with an awareness of other parts. | Sing confidently in solo, unison and in several parts with clear diction, controlled pitch, expression and with phrasing. Aim to be confident and accurate.  Aware of improvisation with the voice.  Sing in tune, working with awareness of other parts, learning to project the voice. |

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| **Play tuned and untuned instruments**  **KS2 use and understand staff and other musical notations.**  **Perform in solo and ensemble contexts.**  **All: Develop performance skills in termly church services to a wider audience – family, friends and local community. They also perform a whole school Christmas musical at the village hall to a wider audience – family, friends and local community.** | To explore, create and choose sounds  Identify how sounds can be changed  Play instruments in different ways to create sound effects.  Handle and play instruments with some control.  To perform simple rhythm patterns, beginning to show an awareness of pulse  Aware of simple graphic scores | To create and choose sounds for a specific purpose.  To perform rhythmical patterns and accompaniments.  Handle and play instruments with increased control.  Identify different groups of percussion instruments – timbre.  Identify and name different percussion instruments.  Maintain a steady beat.  Follow and create graphic scores  Aware of simple staff notation linked to word rhythms | To play and perform simple rhythmic and musical parts, using a small range of notes. Instruments are played with care and so the notes are clear. (Give a section of a piece to learn.)  Play repeated patterns rhythmically and melodically.  Select instruments to create particular effects based on their timbre.  Begin to recognise simple notations to represent music including simple rhythms, pitch and dynamics. Try to use them in their work.  Also use non-standard notation.  Maintain a simple part in a group, perform with control and awareness of others. | To play and perform music with an increasing number of notes. Try to add dynamics when appropriate.  Instruments are played with care and so the notes are clear.  Improvise using repeated patterns, grow in confidence to explore musical patterns.  To use and read some traditional notation with increasing confidence and to also interpret and use non-standard notation.  Perform with control and awareness of others. | Perform an independent part keeping a steady beat.  To perform longer pieces with an increased number of notes..  Play accompaniments with increased accuracy and control.  Maintain a part while others play their part.  Use and read traditional notation more fluently with some support.  Change sounds and organise them differently to change the effect of the music.  Improvise using melodic and rhythmic phrases within a group  Perform with control and know how the other parts fit together. | Perform from memory. Perform alone, in pairs or in a group controlling sounds created on instruments and voice.  Play and perform with accuracy, fluency, control and expression.  To perform longer pieces with an increased number of notes..  Use and read traditional notation more fluently with some support  Maintain a part while others play their part knowing how it all fits together.  Improvise using melodic and rhythmic phrases within a group |
| **Listen with concentration and understanding.**  **To know music is used for different purposes.**  **KS2 include understanding of the history of music** | Respond physically to music when performing, composing and listening  Express how music makes them feel through movement and drawing/ colour  Recognise some sounds they hear.  Recall and remember short sequences and patterns.  Develop ability to describe sounds and to express an opinion about the music they hear.  Be able to explain that a piece may be used for a lullaby or a celebration. | Express how music makes them feel with more controlled movement and use of image/ colour as well as talking about how it makes them feel.  Respond to different moods in music and explain.  Recognise sounds they and hear and be able to describe them and link to the instruments  Recall and remember short sequences and patterns.  Identify some musical features.  Understand changes in tempo.  Understand and recognise how music may be used for a variety of purposes and explain how eg lullabies are peaceful and calm.  Listen to a wide variety of music. | Use musical words to describe music – discuss tempo, instrumentation, timbre, pitch and beat.  Able to justify an opinion about whether they like or dislike a piece of music.  Listen to and explore a wide variety of music from a range of genres.  Recall and remember fairly short sequences and patterns. | Use a wider range of musical words to describe music - discuss tempo, dynamics, instrumentation, timbre, texture, pitch and beat.  Continue to develop ability to justify an opinion about whether they like or dislike a piece of music.  Listen to and explore a wide variety of music from a range of genres from different traditions, cultures, great composers and musicians. Be aware of how music has changed over time and  Recall and remember fairly short sequences and patterns. | Describe compare and evaluate different types of music. Continue to use musical vocabulary to describe the music.  Be able to describe the character of a piece of music.  Be able to justify an opinion about whether they like or dislike a piece of music and why it may be successful or unsuccessful.  Listen to and explore a wide variety of music from a range of genres from different traditions, cultures, great composers and musicians. Be aware of how music has changed over time. | Analyse different features within different pieces of music. Compare and contrast different composers from different times and how music played a role in history as well as the development of music over time.  Continue to use musical vocabulary to describe the music.  Listen to and explore a wide variety of music from a range of genres from different traditions, cultures, great composers and musicians. Be aware of how music has changed over time. Develop a basic awareness of the history of music and evaluate how venue, occasion and purpose affects the way that music is created and performed. |
| **To evaluate and appraise their own work.** | Choose sounds and instruments carefully and make suggestions about what could improve their own work eg. play louder or faster. | Choose sounds and instruments carefully and identify and make improvements to their own work. | Develop ability to reflect on their work and that of others. Aim to improve their own and explain how it has been improved. | Continue to develop ability to reflect on their work and that of others. Aim to improve their own and explain how it has been improved. | Comment on the effectiveness and success of their own work and others work, suggesting improvements based on the intended outcomes. | To evaluate the success of their own work and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. |
| **KS1 Create, select and combine sounds using the inter-related dimensions of music.**  **KS2 improvise and compose music for a range of purposes** | Explore high, low and middle pitch and making/ controlling long and short sounds using voices and instruments.  Explore timbre and choose sounds to represent different things.  Combine sounds exploring and experimenting with them.  Contribute ideas to a class composition.  Rehearse and perform with others – think about others when practising and performing. | Make a variety of sounds using voices and instruments exploring the elements of music.  Combine sounds to reflect different stimuli.  Work within a musical structure, ordering sounds.  Change how sounds can be made to create the effect wanted.  Understand how sounds can give a message.  Rehearse and perform with others - think about others when practising and performing. | Incorporate some of the elements of music into compositions.  Use repeated patterns to compose and also to create accompaniments for melodies.  Choose, combine, control and order sounds to create a specific effect.  Use instruments, voice, body sounds and ICT to create music.  Join layers of sounds.  Work individually, in pairs or small groups to compose and perform music. | Work individually, in pairs or small groups to compose and perform music. Maintain their own part in the group and perform it with control and awareness of others.  Incorporate the elements of music into compositions.  Create textures by combining sounds in different ways – ostinato accompaniments – melodic and rhythmic, drones.  Choose, combine, control and order sounds to create a specific effect or describe a particular image. Develop the use of structure within their music.  Use instruments, voice, body sounds and ICT to create music. | Create increasingly complicated rhythmic and melodic phrases within given structures  Compose music to meet specific criteria.  Combine sounds expressively.  Use standard notation to record groups of pitches/ rhythms and to support performance.  Develop basic understanding of chords.  Use ICT to organise musical ideas. | Use a variety of musical devices in composition – melody, rhythm, chords.  Show imagination and confidence in how sounds are used and combined.  Use ICT to organise musical ideas.  Develop basic understanding of chords.  Use standard and non standard notation to perform and record music.  Compose music to meet specific criteria within a given range of structures. |