

Music

	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	<p>To find their singing voices and use them confidently.</p> <p>Use voices in different ways such as speaking, singing and chanting</p> <p>Follow pitch movements with their hands and use high, low and middle voices</p> <p>Begin to sing with some control of pitch</p> <p>Sing with an awareness of other performers.</p> <p>Sing with a sense of pulse and control of rhythm.</p>	<p>Sing songs expressively.</p> <p>Use their voices creatively.</p> <p>Sing with the sense of shape of a melody with some accuracy of pitch.</p> <p>Begin to understand to breathe in certain places, develop an awareness of phrases.</p>	<p>Sing with confidence with a wider vocal range.</p> <p>Sing songs and create different vocal effects</p> <p>Sing with accurate pitch.</p> <p>Sing in unison.</p> <p>Internalise sounds – singing parts of a song in their heads.</p> <p>Sing with an awareness of pulse and control of rhythm.</p> <p>Recognise structures – phrases.</p> <p>Sing expressively with an awareness of dynamics, tempo and timbre.</p>	<p>Sing with confidence with a wider vocal range also exploring vocal effects .</p> <p>Understand how posture and mouth shape affect the different voice sounds.</p> <p>Sing in unison and simple part songs with expression and using dynamics, tempo and timbre effectively.</p> <p>Maintain the correct pitch with secure intonation with increasing attention to phrasing.</p>	<p>Sing with confidence with a wider vocal range with clear diction.</p> <p>Sing in unison and 2 parts as a round or with ostinato and other musical devices.</p> <p>Sing in tune with controlled pitch and expression with a clear sense of phrasing.</p> <p>Sing in tune with an awareness of other parts.</p>	<p>Sing confidently in solo, unison and in several parts with clear diction, controlled pitch, expression and with phrasing. Aim to be confident and accurate.</p> <p>Aware of improvisation with the voice.</p> <p>Sing in tune, working with awareness of other parts, learning to project the voice.</p>
<p>Play tuned and untuned instruments</p> <p>KS2 use and understand staff and other musical notations. Perform in solo and ensemble contexts.</p>	<p>To explore, create and choose sounds</p> <p>Identify how sounds can be changed</p> <p>Play instruments in different ways to create sound effects.</p> <p>Handle and play instruments with some control.</p> <p>To perform simple rhythm patterns, beginning to show an awareness of pulse</p> <p>Aware of simple graphic scores</p>	<p>To create and choose sounds for a specific purpose.</p> <p>To perform rhythmical patterns and accompaniments.</p> <p>Handle and play instruments with increased control.</p> <p>Identify different groups of percussion instruments – timbre.</p> <p>Identify and name different percussion instruments.</p> <p>Maintain a steady beat.</p> <p>Follow and create graphic scores</p> <p>Aware of simple staff notation linked to word rhythms</p>	<p>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.)</p> <p>Play repeated patterns rhythmically and melodically.</p> <p>Select instruments to create particular effects based on their timbre.</p> <p>Begin to recognise simple notations to represent music including simple rhythms, pitch and dynamics. Try to use them in their work.</p> <p>Also use non-standard notation.</p> <p>Maintain a simple part in a group, perform with control and awareness of others.</p>	<p>To play and perform music with an increasing number of notes. Try to add dynamics when appropriate.</p> <p>Instruments are played with care and so the notes are clear.</p> <p>Improvise using repeated patterns, grow in confidence to explore musical patterns.</p> <p>To use and read some traditional notation with increasing confidence and to also interpret and use non-standard notation.</p> <p>Perform with control and awareness of others.</p>	<p>Perform an independent part keeping a steady beat.</p> <p>To perform longer pieces with an increased number of notes..</p> <p>Play accompaniments with increased accuracy and control.</p> <p>Maintain a part while others play their part.</p> <p>Use and read traditional notation more fluently with some support.</p> <p>Change sounds and organise them differently to change the effect of the music.</p> <p>Improvise using melodic and rhythmic phrases within a group</p> <p>Perform with control and know how the other parts fit together.</p>	<p>Perform from memory. Perform alone, in pairs or in a group controlling sounds created on instruments and voice.</p> <p>Play and perform with accuracy, fluency, control and expression.</p> <p>To perform longer pieces with an increased number of notes..</p> <p>Use and read traditional notation more fluently with some support</p> <p>Maintain a part while others play their part knowing how it all fits together.</p> <p>Improvise using melodic and rhythmic phrases within a group</p>

All: Develop performance skills in termly celebration assemblies to a wider audience. They also perform a whole school Christmas musical (led by KS1) and end of Year Musical (led by KS 2) to a wider audience – family, friends and local community.

<p>Listen with concentration and understanding. To know music is used for different purposes.</p> <p>KS2 include understanding of the history of music</p>	<p>Respond physically to music when performing, composing and listening</p> <p>Express how music makes them feel through movement and drawing/ colour</p> <p>Recognise some sounds they hear.</p> <p>Recall and remember short sequences and patterns.</p> <p>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.</p>	<p>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.</p> <p>Respond to different moods in music and explain.</p> <p>Recognise sounds they hear and be able to describe them and link to the instruments</p> <p>Recall and remember short sequences and patterns.</p> <p>Identify some musical features.</p> <p>Understand changes in tempo.</p> <p>Understand and recognise how music may be used for a variety of purposes and explain how eg lullabies are peaceful and calm.</p> <p>Listen to a wide variety of music.</p>	<p>Use musical words to describe music – discuss tempo, instrumentation, timbre, pitch and beat.</p> <p>Able to justify an opinion about whether they like or dislike a piece of music.</p> <p>Listen to and explore a wide variety of music from a range of genres.</p> <p>Recall and remember fairly short sequences and patterns.</p>	<p>Use a wider range of musical words to describe music - discuss tempo, dynamics, instrumentation, timbre, texture, pitch and beat.</p> <p>Continue to develop ability to justify an opinion about whether they like or dislike a piece of music.</p> <p>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</p> <p>Recall and remember fairly short sequences and patterns.</p>	<p>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.</p> <p>Be able to justify an opinion about whether they like or dislike a piece of music and why it may be successful or unsuccessful.</p> <p>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.</p>	<p>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.</p> <p>Continue to use musical vocabulary to describe the music.</p> <p>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.</p>
<p>To evaluate and appraise their own work.</p>	<p>Choose sounds and instruments carefully and make suggestions about what could improve their own work eg. play louder or faster.</p>	<p>Choose sounds and instruments carefully and identify and make improvements to their own work.</p>	<p>Develop ability to reflect on their work and that of others. Aim to improve their own and explain how it has been improved.</p>	<p>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.</p>	<p>Comment on the effectiveness and success of their own work and others work, suggesting improvements based on the intended outcomes.</p>	<p>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.</p>
<p>KS1 Create, select and combine sounds using the inter-related dimensions of music. KS2 improvise and compose music for a range of purposes</p>	<p>Explore high, low and middle pitch and making/ controlling long and short sounds using voices and instruments.</p> <p>Explore timbre and choose sounds to represent different things.</p> <p>Combine sounds exploring and experimenting with them.</p> <p>Contribute ideas to a class composition.</p> <p>Rehearse and perform with others – think about others when practising and performing.</p>	<p>Make a variety of sounds using voices and instruments exploring the elements of music.</p> <p>Combine sounds to reflect different stimuli.</p> <p>Work within a musical structure, ordering sounds.</p> <p>Change how sounds can be made to create the effect wanted.</p> <p>Understand how sounds can give a message.</p> <p>Rehearse and perform with others - think about others when practising and performing.</p>	<p>Incorporate some of the elements of music into compositions.</p> <p>Use repeated patterns to compose and also to create accompaniments for melodies.</p> <p>Choose, combine, control and order sounds to create a specific effect.</p> <p>Use instruments, voice, body sounds and ICT to create music.</p> <p>Join layers of sounds.</p> <p>Work individually, in pairs or small groups to compose and perform music.</p>	<p>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.</p> <p>Incorporate the elements of music into compositions.</p> <p>Create textures by combining sounds in different ways – ostinato accompaniments – melodic and rhythmic, drones.</p> <p>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.</p>	<p>Create increasingly complicated rhythmic and melodic phrases within given structures</p> <p>Compose music to meet specific criteria.</p> <p>Combine sounds expressively. Use standard notation to record groups of pitches/ rhythms and to support performance.</p> <p>Develop basic understanding of chords.</p> <p>Use ICT to organise musical ideas.</p>	<p>Use a variety of musical devices in composition – melody, rhythm, chords.</p> <p>Show imagination and confidence in how sounds are used and combined.</p> <p>Use ICT to organise musical ideas.</p> <p>Develop basic understanding of chords.</p> <p>Use standard and non standard notation to perform and record music.</p> <p>Compose music to meet specific criteria within a given range of structures.</p>

<p>Key Vocabulary (This is a working document)</p>	<p>Pitch High, middle and low</p> <p>Duration long and short rhythm Pulse Bouncy Smooth</p> <p>Tempo Slow Fast</p> <p>Dynamics loud and quiet</p> <p>Texture Solo Group Thick/Thin Layers Question and answer</p> <p>Timbre/ Instruments Violin, Cello Flute, Clarinet Trumpet, trombone African drums Chant, Sing, whisper Percussion – scrape, shake, bang, rattle, hit,</p> <p>Structure Order of the music</p> <p>Melody Theme/ motif Question and answer 5 note scale Repeating pattern</p> <p>Technique/ Genre/Other Record Sound Listen Hear Words Imagine Feel Song Story</p>	<p>Pitch High, middle and low getting higher/ going up getting lower/ going down step and leap</p> <p>Duration rhythm long and short Pulse/ beat</p> <p>Tempo Slow Fast (Allegro) getting faster, getting slower</p> <p>Dynamics loud/ forte quiet/piano getting louder getting quieter</p> <p>Texture Solo Group Accompaniment Polyrhythms Call and response Thick/Thin</p> <p>Structure Beginning middle end</p> <p>Timbre/ Instruments Orchestral instruments – Strings - Violin, Cello; Brass - Trumpet, French horn, trombone; Woodwind - Flute, Clarinet, (Bassoon); Percussion – timpani Djembe Marimba Percussion – drum, tambourine, maracas, triangle, glockenspiel, cymbal, guiro Chant, sing, whisper</p> <p>Melody Pentatonic Ostinato/ riff Motif Palindrome (extension)</p> <p>Technique/ Genre/Other Graphic score/ notation</p>	<p>Pitch treble clef, step, leap, rising/ falling</p> <p>Duration Note values – crotchet, quaver, rest. Staccato/ legato</p> <p>Traditional notation – lines and space, bar line, time signature, double bar line.</p> <p>Texture Solo Duet Trio Thick/Thin Layers Question and answer</p> <p>Harmony Accompaniment: Drone</p> <p>Tempo allegro, slow, accelerando, getting slower</p> <p>Dynamics crescendo, diminuendo, forte, piano</p> <p>Melody Octave Pentatonic Ostinato/ riff Repetition Theme, motif, variation Hook</p> <p>Tonality Happy – Major; Minor – sad Pentatonic</p> <p>Structure Theme and Variations Ternary form A B A A B</p> <p>Music technology – sequencing, loop, sampler, manipulate</p> <p>Conductor, performance</p> <p>Timbre/ Instruments Orchestra – strings – violin, cello; brass – trumpet, trombone, French horn; percussion – timpani, triangle, cymbal, snare drum, bass drum, woodwind – flute, clarinet, bassoon. Electric guitar, , drum kit, vocals. Brass band, rock/pop band</p>	<p>Pitch treble and bass, step, leap, ascending/ descending</p> <p>Traditional notation stave; mnemonic – lines and spaces, bar line, time signature, double bar line’ repeat.</p> <p>Duration Note values – crotchet, minim, dotted minim, semibreve, quaver. Rest. Staccato/ legato, accent</p> <p>Melody Plain chant Scale, Octave Sequence Phrasing phrase Pentatonic Ostinato – melodic or rhythmic Repetition Theme, leitmotif, variation</p> <p>Harmony Accompaniment, Drone, chord, triad Ostinato – melodic or rhythmic</p> <p>Tempo allegro, lento, accelerando, rallentando/ ritardando, accelerando.</p> <p>Tonality Happy – Major; Minor – sad, Seventh Pentatonic</p> <p>Dynamics crescendo, diminuendo, pianissimo, fortissimo, accent, forte, piano</p> <p>Texture layers – chordal/ weaving in and out (polyphonic)</p> <p>Structure Theme and Variations Ternary form A B A A B 12 Bar blues</p> <p>Music technology sequencing, loop, sampler, equalizer, frequency</p> <p>Timbre/ Instruments Orchestra – strings – violin, cello, double bass, harp; brass – trumpet, trombone, French horn, tuba; percussion – timpani, triangle, cymbal, snare drum, bass drum, woodwind – flute, clarinet, bassoon, oboe. Electric guitar, lead guitar, rhythm guitar, bass guitar, drum kit, vocals, backing vocals</p> <p>Technique/ Genre/Other</p>
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