

## Music - Skills Progression

	EFYS	KS1	LKS2	UKS2
<b>Listening</b>	<p><b>*Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</b></p> <p>*Explore lyrics by suggesting appropriate actions.</p> <p>*Explore the story behind the lyrics or music.</p> <p>*Listen to and follow a beat using body percussion and instruments.</p> <p><b>*Consider whether a piece of music has a fast, moderate or slow tempo.</b></p> <p>*Listen to sounds and match them to the object or instrument.</p> <p><b>*Listen to sounds and identify high and low pitch.</b></p> <p>*Listen to and repeat a simple rhythm.</p> <p>*Listen to and repeat simple lyrics.</p> <p>*Understand that different instruments make different sounds and group them accordingly.</p>	<p>*Recognise and understand the difference between pulse and rhythm.</p> <p><b>*Understand that different types of sounds are called timbres.</b></p> <p><b>*Recognising timbre changes in music they listen to.</b></p> <p><b>*Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</b></p> <p>*Describe the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>*Describe the differences between two pieces of music.</p> <p>*Express a basic opinion about music (like/dislike).</p> <p><b>*Begin to use musical vocabulary to describe music.</b></p> <p>*Listen to and repeat short, simple rhythmic patterns.</p> <p>*Listen to and repeat a short, simple melody by ear.</p> <p>*Identify melodies that move in steps.</p> <p>*Listen and respond to other performers by playing as part of a group.</p> <p>*Suggest improvements to their own and others' work.</p> <p>*Recognise structural features in music they listen to.</p> <p>*Listen to and recognise instrumentation.</p>	<p><b>*Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</b></p> <p>*Understand that music from different parts of the world has different features.</p> <p>*Identify common features between different genres, styles and traditions of music.</p> <p><b>*Recognise and explain the changes within a piece of music using musical vocabulary.</b></p> <p><b>*Identify gradual dynamic and tempo changes within a piece of music.</b></p> <p><b>*Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</b></p> <p><b>*Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</b></p> <p>*Begin to show an awareness of metre.</p> <p><b>*Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</b></p> <p><b>*Recognise, name and explain the effect of the interrelated dimensions of music.</b></p> <p><b>*Use musical vocabulary to discuss the purpose of a piece of music.</b></p>	<p><b>*Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</b></p> <p><b>*Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</b></p> <p><b>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</b></p> <p><b>*Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</b></p> <p>*Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>*Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p>

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<p><b>Composing</b></p>	<ul style="list-style-type: none"> <li>*Play untuned percussion 'in time' with a piece of music.</li> <li>*Select classroom objects to use as instruments.</li> <li>*Experiment with body percussion and vocal sounds to respond to music.</li> <li>*Select appropriate instruments to represent action and mood.</li> <li>*Experiment with playing instruments in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>*Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li><b>*Successfully combine and layer several instrumental and vocal patterns within a given structure.</b></li> <li>*Create simple melodies from five or more notes.</li> <li><b>*Choose appropriate dynamics, tempo and timbre for a piece of music.</b></li> <li>*Use letter name and graphic notation to represent the details of their composition.</li> <li>*Begin to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>*Compose a piece of music in a given style with voices and instruments.</li> <li>*Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li><b>*Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</b></li> <li><b>*Suggesting and implementing improvements to their own work, using musical vocabulary.</b></li> <li><b>*Suggest improvements to others' work, using musical vocabulary.</b></li> <li>*Begin to improvise musically within a given style.</li> <li>*Develop melodies using rhythmic variation, transposition, inversion, and looping.</li> <li><b>*Create a piece of music with at least four different layers and a clear structure.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>*Improvise coherently and creatively within a given style, incorporating given features.</li> <li><b>*Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</b></li> <li>*Use staff notation to record rhythms and melodies.</li> <li><b>*Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</b></li> <li><b>*Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</b></li> <li>*Record own composition using appropriate forms of notation and/or technology.</li> <li>*Suggesting and demonstrating improvements to own and others' work.</li> <li><b>*Constructively critique their own and others' work, using musical vocabulary.</b></li> </ul>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>*Use their voices to join in with well-known songs from memory.</li> <li>*Remember and maintain their role within a group performance.</li> <li>*Move to music with instruction to perform actions.</li> </ul>	<ul style="list-style-type: none"> <li><b>*Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</b></li> <li>*Sing short songs from memory, with melodic and rhythmic accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>*Sing and play in time with peers with accuracy and awareness of their part in the group performance.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li><b>*Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score,</b></li> </ul>

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		<ul style="list-style-type: none"> <li>*Participate in performances to a small audience.</li> <li>*Stop and start playing at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>*Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>*Copy back short rhythmic and melodic phrases on percussion instruments.</li> <li>*Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li><b>*Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</b></li> <li><b>*Perform expressively using dynamics and timbre to alter sounds as appropriate.</b></li> <li>*Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</li> </ul>	<ul style="list-style-type: none"> <li><b>*Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</b></li> <li><b>*Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</b></li> <li>*Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>*Play syncopated rhythms with accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li><b>keeping in time with others and communicating with the group.</b></li> <li>*Perform with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>*Play a simple chord progression with accuracy and fluency.</li> <li>*Perform a solo or take a leadership role within a performance.</li> <li>*Perform by following a conductor's cues and directions.</li> </ul>
	<b>The history of music</b>			<ul style="list-style-type: none"> <li>*Understanding that music from different times has different features.</li> <li><b>*Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</b></li> </ul> <p>(Also part of the Listening strand)</p>	<ul style="list-style-type: none"> <li><b>*Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.</b></li> <li><b>*Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</b></li> </ul> <p>(Also part of the Listening strand)</p>
<b>The inter-related dimensions of music</b>	<b>Pitch</b>	<ul style="list-style-type: none"> <li>*Understand what high and low notes are.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that pitch means how high or low a note sounds.</li> <li>*Understand that 'tuned' instruments play more than one pitch of notes.</li> <li>*Know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>*Know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>*Know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</li> </ul>	<ul style="list-style-type: none"> <li>*Know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>*Understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> </ul>

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			<p>*Understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>*Understand that a pentatonic melody uses only the five notes C D E G A.                  *Know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.                  *Know that a glissando in music means a sliding effect played on instruments or made by your voice.                  *Know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>*Know that the Solfa syllables represent the pitches in an octave.                  *Understand that 'major' key signatures use note pitches that sound cheerful and upbeat.                  *Understand that 'minor' key signatures use note pitches that can suggest sadness and tension.                  *Know that a melody can be adapted by changing its pitch.</p>
<b>Duration</b>	<p>*Recognise that sounds can be long or short.</p>	<p>*Know that rhythm means a pattern of long and short notes.                  *Know that 'duration' means how long a note, phrase or whole piece of music lasts.                  *Know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>*Know that different notes have different durations, and that crotchets are worth one whole beat. *Know that written music tells you how long to play a note for.                  *Know that combining different instruments playing different rhythms creates layers of sound called 'texture'.                  *Know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	<p>*Know that 'poly-rhythms' means many different rhythms played at once.                  *Know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.                  *Understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.                  *Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.                  *Know that a quaver is worth half a beat.</p>	
<b>Dynamics</b>	<p>*Understand that instruments can be played loudly or softly.</p>	<p>*Know that dynamics means how loud or soft a sound is.                  *Understand that sounds can be adapted to change their mood, e.g. through dynamics.</p>	<p>*Know that the word 'crescendo' means a sound getting gradually louder.                  *Know that changing the dynamics of a musical phrase can change the texture of a piece of music.</p>	<p>*Understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.                  *Know that a melody can be adapted by changing its dynamics.</p>	

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			*Know that dynamics can change the effect a sound has on the audience		
	<b>Tempo</b>	<p>*Recognise that music is fast or slow.</p> <p>*Understand that we can match our body movements to the speed or pulse of music.</p>	<p>*Know that the 'pulse' is the steady beat that goes through music.</p> <p>*Know that tempo is the speed of the music.</p> <p>*Understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>	<p>*Know that playing in time means all performers playing together at the same speed.</p>	<p>*Understand that a slow tempo can be used to make music sound sad.</p> <p>*Understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>*Know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
	<b>Timbre</b>	<p>*Know that instruments can sound like a character.</p>	<p>*Know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p> <p>*Know that my voice can create different timbres to help tell a story.</p> <p>*Know that musical instruments can be used to create 'real life' sound effects.</p> <p>*Understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>*Understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>*Know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>*Understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>*Understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>*Know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>
	<b>Texture</b>	<p>*Know that music often has more than 1 instrument being played at a time.</p>	<p>*Know that music has layers called 'texture'.</p> <p>*Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>*Know that many types of music from around the world consist of more than one layer of sound; e.g. a 'tala' and 'rag' in traditional Indian music.</p> <p>*Know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>*Understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>*Understand that a chord is the layering of several pitches played at the same time.</p> <p>*Know that poly-rhythms means many rhythms played at once.</p> <p>*Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>*Know that a counter-melody is different to harmony because it uses a</p>

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					different rhythm as well as complementary notes.
	<b>Structure</b>	<p>*Recognise the chorus in a familiar song.</p>	<p>*Know that a piece of music can have more than one section, e.g. a verse and a chorus.</p> <p>*Understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p>	<p>*Know that in a ballad, a 'stanza' means a verse.</p> <p>*Know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.</p> <p>*Know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>*Know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p>	<p>*Know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>*Know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>*Know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>*Know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>
	<b>Notation</b>	<p>*Know that signals can tell us when to start or stop playing.</p>	<p>*Understand that music can be represented by pictures or symbols.</p> <p>*Know that 'notation' means writing music down so that someone else can play it.</p> <p>*Know that a graphic score can show a picture of the structure and / or texture of music.</p>	<p>*Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>*Know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>*Know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>*Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>*Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>*Know that chord progressions are represented in music by Roman numerals.</p>
<p><b>Bold text also forms part of the inter-related dimensions of music strand.</b></p>					