

Music Progression of skills in KS2

Skill	Year 3 - In Harmony and whole class signing	Year 4 - In Harmony and whole class signing	Year 5 – Band in the box and Singing teacher	Year 6 – Band in the box and signing teacher
Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).	Controlling sounds through singing and playing (play and perform).
Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase and begin to sing rounds.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Listening, memory and movement.	Create sequences of movements in response to sounds within dance. Explore and choose different movements to describe.	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Internalise short melodies and play these on pitched percussion (by ear).	Listen to longer pieces of music and identify features.
Play tuned and un-tuned instruments	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes (String, wind and brass.)	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics (String, wind and brass.)	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Reading and writing notation	Reading and writing notation	Reading and writing notation	Reading and writing notation	Reading and writing notation
To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music – including staff.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To practise, rehearse and Present performances with an awareness of the audience	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.

Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)	Creating and developing musical ideas (Create and Compose)
Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Responding and reviewing appraising skills	Responding and reviewing appraising skills	Responding and reviewing appraising skills	Responding and reviewing appraising skills	Responding and reviewing appraising skills
Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To reflect on and improve own and others work in relation to its intended effect.	To comment on the effectiveness of own work, identifying and Making improvements.	To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be

				achieved.
Listening and applying knowledge and understanding	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding	Listening and applying knowledge and understanding
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To identify and explore the relationship between sounds and how music can reflect different meanings.

***Inter-related dimensions of music (dynamics):**

- _ **PULSE:** the steady beat of a piece of a piece of music
- _ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- _ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- _ **DYNAMICS:** Loud and soft
- _ **TEMPO:** Fast and slow
- _ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- _ **TEXTURE:** Layers of sound (number of instruments or voices playing together)

_STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.