

Music skills progression at Albourne CE Primary

Reception	KS1 skills	Year 1	Year 2	KS2 skills	Year 3	Year 4 WSM	Year 5	Year 6
Controlling sounds through singing and playing (play and perform)								
Use voices in different ways. Use big clear mouth shapes to form words.	Use voices expressively	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively. To sing with the sense of shape of the melody. Some singing in 2-parts - Charanga	Sing songs in unison and 2 parts (2 part mainly covered in singing assembly)	Sing in unison, becoming aware of pitch.	Sing in unison maintaining the correct pitch and using increasing expression.	Sing in unison with clear articulation, controlled pitch and sense of phrase.	Sing in solo, unison and in parts with clear articulation, controlled pitch and with sense of phrase.
Perform simple accompaniments. Show changes in pitch using un-tuned and tuned percussion e.g. steps, slides, jumps	Play tuned and un-tuned instruments	Create and choose sounds Perform simple rhythmical patterns, beginning to show an awareness of pulse.	Create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	Play tuned and un-tuned instruments with control and accuracy	Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	Play and perform with an increasing number of notes, beginning to show musical expression by changing dynamics.	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	Play and perform with accuracy, fluency, control and expression.
Sit or stand to perform.	Rehearse and perform with others	Think about others when performing. Begin to think about how to improve performances.	Think about others while performing. Begin to think about how to improve performances.	Practise, rehearse and present performances with an awareness of the audience	Think about others while performing. Think about how to and improve my performances.	Think about others while performing. Think about how to and improve my performances.	Continue my own part while being aware of how different parts fit together.	Think about the audience when performing and how to create a specific effect

Creating and developing musical ideas (create and compose)

Experiment with sounds.	Create musical patterns	Know about and experiment with sounds.	Repeat short rhythmic and melodic patterns.	Improvise, developing rhythmic and melodic material when performing	Create simple rhythmical patterns that use a small range of notes.	Create rhythmical and simple melodic patterns using an increased number of notes.	Create increasingly complicated rhythmic and melodic phrases with a given structure.	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.
Put sounds together with someone else's. Start and stop playing in unison with others.	Explore, choose and organise sounds and musical ideas	Recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low.	Begin to explore, choose and order sounds using the inter-related dimensions of music (see below).	Explore, choose, combine and organise musical ideas with musical structures	Begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		

Responding and reviewing appraising skills

<p>Respond to music through movement.</p>	<p>Explore and express ideas and feelings about music using movement, dance and expressive and musical language</p>	<p>Talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc.</p>	<p>Respond to different moods in music and explain by thinking about the changes in sound.</p>	<p>Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</p>	<p>Explore and comment on how sounds can be used expressively</p>	<p>Recognise and explore how sounds can be combined and used expressively and comment on this effect</p>	<p>Describe, compare and evaluate different types of music beginning to use musical words.</p>	<p>Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p>
<p>Use non-verbal methods to describe how music makes me feel.</p>	<p>Make improvements to my own work</p>	<p>Think about and make simple suggestions about what could make their own work better e.g. play faster or louder.</p>	<p>Identify what improvements could be made to their own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>Reflect on and improve own and others work in relation to its intended effect</p>	<p>Comment on the effectiveness of own work, identifying and making improvements.</p>	<p>Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>Comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>Evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved</p>

Listening and applying knowledge and understanding								
Begin to identify simple repeated patterns.	Listen with concentration and recall sounds within increasing aural memory.	Begin to identify simple repeated patterns and follow basic musical instructions.	Identify and recognise repeated patterns and follow a wider range of musical instructions.	Listen with attention to detail and to internalise and recall sounds	Listen with attention and begin to recall sounds.	Listen to and recall patterns of sounds with increasing accuracy.	Listen to and recall a range of sounds and patterns of sounds confidently.	Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Differentiate between high and low pitch, slow and fast music.	Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	Begin to understand that musical elements can be used to create different moods and effects	Understand how musical elements create different moods and effects.	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.	Begin to understand how different musical elements are combined to create an effect	Understand how different musical elements are combined and used expressively	Begin to identify the relationship between sounds and how music can reflect different meanings	Identify and explore the relationship between sounds and how music can reflect different meanings

Use pictures to represent and organise sounds.	Understand that sounds can be made in different ways and described using given and invented signs and symbols	Begin to represent sounds with simple sounds including shapes and marks.	Confidently represent sounds with simple sounds including shapes and marks.	Know that music is produced in different ways and is described through relevant and invented notations	Begin to recognise simple notations to represent music, including pitch and volume.	Understand and begin to use established and invented musical notations to represent music.	Recognise and use a range of musical notations including staff notation.	Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
Listen to music and respond to the mood through painting.	Know how music is used for particular purposes	Listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march.	Listen to pieces of music and discuss where/when they would be heard Explain why using simple musical vocabulary e.g. it is quiet and smooth so it would be good for a lullaby	Understand how time and place can influence the way music is created	Listen and begin to respond to music drawn from different traditions and great composers and musicians.	Listen to a wide range of high quality live and recorded music from different traditions, great composers and musicians.	Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences – how has music changed over time?	Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating the purpose and effects of the music – how it is created and performed.

Inter-related dimensions of music (dynamics):

PULSE: the steady beat in a piece of music

PITCH: the melody. The way the notes change from low to high and vice versa.

RHYTHM: pattern of long and short sounds in a piece of music (e.g. Ta TiTi Ta TiTi)

DYNAMICS: Loud or quiet/soft

TEMPO: Fast or slow, e.g. *allegro* means fast

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 put together –e.g. intro, verse, chorus, verse, bridge, chorus, outro