

Birkwood Primary School Music Skills Progression 2019/20							
KS1 Skills	Year1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)							
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	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	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics	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
Rehearse and perform with others	To think about others when performing	To think about others while performing	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)							
Create musical patterns	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	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		
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised.	To Begin to explore and choose and order sounds using the	Explore, choose, combine and	To begin to join simple layers of sound, e.g. a	To join layers of sound, thinking about musical	To create increasingly complicated rhythmic and	To create and improvise melodic and rhythmic phrases

	To identify and organise sounds using simple criteria e.g. loud, soft, high low	inter-related dimensions of music*	organise musical ideas with musical structures	background rhythm and a solo melody	dynamics of each layer and understanding the effect	melodic phrases within given structures	as part of a group performance and compose by developing ideas within a range of given musical structures
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Responding and reviewing appraising skills

Explore and express ideas and feelings about music using movement, dance and expressive and musical language	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc	To respond to different moods in music and explain thinking about changes in sound	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 make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments	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 own 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

To listen with concentration	To begin to identify simple	To identify and recognise	To listen with attention to	To listen with attention and	To listen to and recall patterns of	To listen to and recall a range of	To listen to, internalise and
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and recall sounds within increasing aural memory	repeated patterns and follow basic musical instructions	repeated patterns and follow a wider range of musical instructions	detail and to internalise and recall sounds	begin to recall sounds	sounds with increasing accuracy	sounds and patterns of sounds confidently	recall sounds and patterns of sounds with accuracy and confidence
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures	To begin to understand that musical elements can be used to create different moods and effects	To understand how musical elements create different moods and effects	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 that sounds can be made in different ways and described using given and invented signs and symbols	To begin to represent sounds with simple sounds including shapes and marks	To confidently represent sounds with a range of symbols, shapes or marks	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	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 know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or Wedding	To listen to pieces of music and discuss where and when they may be heard explaining why using simple	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,	To listen to a range of high quality, live and recorded music From different traditions, composers and	To develop an understanding of the history of music from different, cultures, traditions, composers and

	march	musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby			great composers and musicians	musicians and begin to discuss their differences and how music may have changed over time	musicians evaluating how venue, occasion and purpose effects the way that music is created and performed
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*Inter-related dimensions of music (dynamics):

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