



Bedfield and Wetheringsett C of E Primary Schools

Progression of Skills Document

Subject: Music

Year Reception

Listening and Understanding	Context or purpose	Controlling	Creating (Instruments & ICT)	Responding and reviewing
<p>Elements Pitch: respond to high and low sounds Duration: distinguish between steady beat and no beat; recognise long and short sounds Dynamics: respond to loud, quiet, silence Tempo: respond to fast and slow Texture: respond to one sound and to many sounds combined Timbre: explore and respond to range of vocal, body, environmental and electronic sounds Structure: recognise and identify narratives; same and different</p> <p>Applying understanding</p> <ul style="list-style-type: none"> • Recognise that musical elements can be used for different purposes • Recognise that sounds can be made in different ways, eg: sung, body, instrumental, environmental, electronic • Recognise that musical ideas linked to the elements can be represented by signs and symbols including 3D objects 	<p><i>Purposes eg:</i> lullabies signals game songs greetings farewells <i>Non-musical stimuli</i> eg: stories pictures poems rhymes chants patterns number sequencing movement dance environment</p>	<p>Secure</p> <ul style="list-style-type: none"> • Show vocal shape when singing relative to speaking voice • Begin to develop control of diction and dynamics when speaking, singing songs and chanting • Enjoy singing familiar nursery and action songs from memory <p>Embedded</p> <ul style="list-style-type: none"> • Use body sounds • Begin to control playing techniques on a limited range of appropriate percussion, using identified words in songs or poems as aural signals • Maintain steady beat using body percussion or by copying simple word rhythm patterns <p>Developing</p> <ul style="list-style-type: none"> • Sing and play in time within a group, starting and stopping together, following teacher directions for rehearsing and performing 	<p>Secure Compose sound effects for simple descriptive ideas Developing Explore and enjoy how sounds can be made</p>	<ul style="list-style-type: none"> • Respond to changes in mood and character within pieces of music through movement, dance and art work • Discuss sounds they have made and heard using descriptive words • Improve their own work

Year 1

Listening and Understanding	Context or purpose	Controlling	Creating (Instruments & ICT)	Responding and reviewing
<p>Elements Pitch: recognise and respond to high and low sounds Duration: recognise and respond to steady beat in music heard and performed, and long and short sound patterns Dynamics: identify and respond to loud, quiet and silence Tempo: identify and respond to fast and slow Texture: recognise and respond to one sound and to many sounds combined Timbre: identify wooden, metal, skinned and electronic instruments and their properties by sound Structure: understand and identify musical echoes, repeating patterns, and beginning, middle, end</p> <p>Applying understanding Identify how musical elements can be organised and used expressively within simple structures Identify how sounds can be made in different ways, eg: sung, body, instrumental, environmental, electronic Develop own signs or symbols for musical ideas linked to understanding of elements</p>	<p>Purposes eg: lullabies signals game songs greetings farewells</p> <p>Non-musical stimuli eg: stories pictures poems rhymes chants patterns number sequencing movement dance environment</p>	<p>Control vocal pitching (use C-A as a guide)</p> <p>Develop control of diction and dynamics when speaking, singing songs and chanting</p> <p>Build and develop rhythmic and melodic memory through extending repertoire of songs, rhymes and chants</p> <p>Use body sounds</p> <p>Use dominant hand with untuned percussion; begin to use correct tuned percussion techniques</p> <p>Maintain a steady beat on untuned percussion instruments; copy simple rhythm patterns</p> <p>Take account of musical instructions when rehearsing and performing</p> <p>Rehearse and perform individually, in pairs and as a class</p>	<p>Explore and enjoy how sounds can be made and changed</p> <p>Create and choose sounds in response to a range of given starting points</p>	<p>Respond to changes in mood and character within pieces of music through movement, dance and art work</p> <p>Build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response</p> <p>Improve their own work</p>

Year 2

Listening and Understanding	Context or purpose	Controlling	Creating sounds (Instruments & ICT)	Responding and reviewing
<p>Elements Pitch: recognise higher and lower sounds; respond to the overall shape of melodies Duration: distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat Dynamics: begin to understand getting louder and quieter Tempo: begin to understand getting faster and slower Texture: recognise how different pieces use different layers of sound Timbre: identify the way sounds are made: blown, plucked, shaken, struck, vocalised, strummed, electronically produced Structure: understand and identify repetition and contrast including question and answer, A·B·A, and verse and chorus</p> <p>Applying understanding Identify how combined musical elements can be used expressively within simple structures Identify how the choice of sound source can contribute towards the mood or effect in the music heard or performed</p> <p>Use and explore a variety of signs or symbols linked to understanding of elements to communicate own musical ideas</p>	<p>Purposes eg: lullabies signals game songs greetings farewells Non-musical stimuli eg: stories pictures poems rhymes chants patterns number sequencing movement dance environment</p>	<p>Extend accuracy of vocal range (use C-C' as a guide)</p> <p>Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempi</p> <p>Sing songs with simple patterns as accompaniments</p> <p>Demonstrate accuracy and control of technique on an appropriate range of tuned and untuned</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse, including ostinati</p> <p>Follow hand and eye signals to direct and lead</p> <ul style="list-style-type: none"> • Improve their own work • Rehearse and perform individually, in pairs, small groups and as a class 	<p>Explore and enjoy how sounds can be made, changed, and used to create musical patterns</p> <p>Structure sounds in an order appropriate to a specific purpose in response to given starting points</p> <p>Compose accompaniments to songs using a repertoire of known rhythms</p>	<p>Respond to changes in mood and character within pieces of music through movement, dance and art work</p> <p>Build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response</p> <p>Improve their own work</p>

Year 3

Listening and Understanding	Context or purpose	Controlling	Creating sounds (Instruments & ICT)	Responding and reviewing
<p>Elements Pitch: distinguish between steps, leaps and repeats in melodies; major and pentatonic scales Duration: consolidate understanding of how rhythmic patterns fit to the steady beat, begin to understand 2, 3 and 4 beat metre Dynamics: understand and identify getting faster and slower Texture: recognise the density of different textures Timbre: identify a range of non- percussion instruments by name; distinguish between different ways of playing percussion instruments Structure: develop understanding of a range of repetition and contrast structures, including use of ostinato</p> <p>Applying understanding Identify how combinations of elements are used in a variety of musical styles and to communicate musical effects Identify different families of instruments and their qualities Use and explore notations which are linked to an understanding of elements to communicate their own musical ideas, including relative pitch Identify composer's intent in music heard and performed Identify how music is produced in different ways including the use of ICT</p>	<p>Examples in addition to KS1 Styles e.g. Historical or global Purposes e.g. Fanfare Ballad Celebration</p> <p>Non- musical stimuli e.g. images localities</p>	<p>Extend accuracy of vocal range (use low A-C' as a guide)</p> <p>Continue to develop expressive effect and quality of sound when singing through increased control of diction, dynamics and tempo.</p> <p>Sing rounds and partner songs, maintaining accuracy of pitch</p> <p>Demonstrate accuracy and control of technique on full range of untuned percussion and begin to use the use classroom keyboards and own instruments</p> <p>Practise use of two beaters on untuned percussion Maintain steady beat, and copy and match patterns in 2, 3 and 4 metre</p> <p>Use and follow hand and eye signals to direct and lead Improve their own work</p> <p>Rehearse and perform individually, in pairs, groups and as a class with increasing awareness of balance</p>	<p>Explore the way sounds can be combined and used expressively Improvise short repeated rhythmic patterns and sequences</p> <p>Begin to combine layers of sound with awareness of the combined effect</p> <p>Experiment with capturing, repeating and reordering sound patterns and sections of music</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context and purpose</p> <p>Use a variety of art forms to respond to character, mood and other elements of music</p> <p>Build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response</p> <p>Improve their own and others work with an awareness of the music's context and purpose</p>

Year 4

Listening and Understanding	Context or purpose	Controlling	Creating sounds (Instruments & ICT)	Responding and reviewing
<p>Elements Pitch: distinguish between steps, leaps and repeats in melodies; major, minor and pentatonic scales Duration: consolidate understanding of 2, 3 and 4 metre Dynamics: consolidate understanding of, and identify, getting louder and quieter Tempo: consolidate understanding of, and identify, getting faster and slower Texture: identify the difference between solo, unison, harmony, layers and drone Timbre: identify a wider range of non- percussion instruments by name; distinguish between different ways of playing percussion instruments Structure; identify development of musical ideas- similar but not the same</p> <p>Applying understanding Identify how combinations of elements are used in a variety of musical styles and to communicate musical effects.</p> <p>Identify different families of instruments and their expressive qualities</p> <p>Use and explore notations which are linked to understanding of elements to communicate own musical ideas, including textures</p> <p>Identify composers' intent in music heard and performed</p> <p>Identify how music is produced in different ways including the use of ICT</p>	<p>Addition to KS1 Styles Historical/global Purposes Fanfare Ballad Celebration carillon</p> <p>Non musical stimuli images localities</p>	<p>Extend accuracy of vocal range (use low A-D as a guide)</p> <p>Continue to develop expressive effect when singing through increased control of diction, dynamics and tempi</p> <p>Sing more complex rounds and partner songs</p> <p>Use own instruments and classroom keyboards where appropriate and an increased range of untuned and tuned percussion with knowledge of correct technique</p> <p>Maintain rhythmic and melodic ostinati as an celebration accompaniment in 2, 3 and 4 metre</p> <p>Make improvements to their work, whether individual, in pairs, in groups or as a whole class, commenting on the intended effect</p>	<p>Explore the way sounds can be combined and used expressively</p> <p>Improvise longer repeated rhythmic patterns, building a repertoire of patterns and sequences</p> <p>Combine layers of sound with an awareness of the combined effect</p> <p>Use melodies and accompaniments including drones, ostinato and layers</p> <p>Experiment with capturing, repeating and reordering sound patterns and sections of pieces</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context and purpose</p> <p>Use a variety of art forms to respond to character, mood and other elements of music</p> <p>Build and appropriate musical vocabulary and use when talking about music and developing the ability to express and aesthetic response</p> <p>Improve their own and others' work with an awareness of the music's context and purpose</p>

Year 5

Listening and understanding	Contexts	Controlling	Creating	Responding and reviewing
<p>Pitch: recognise and identify range of different scale patterns for example, major, minor, pentatonic and raga Duration: understand more complex rhythmic patterns and metres including 6/8 Dynamics: understand how the full range of dynamics can be manipulated for expressive effect Tempo: understand and identify how the full range of tempi can be manipulated for expressive effect Texture: understand types of harmony, ie: blocks of sound, including clusters of notes and the use of chords as an accompaniment Timbre: identify families of instruments, and different ensemble combinations, eg: jazz band, orchestra, choir Structure: understand chord sequences, leitmotif, ABACADA, etc.</p> <p>Applying understanding</p> <p>Identify how elements and resources have combined to communicate moods, changes of mood and ideas, and a variety of musical styles</p> <p>Identify instruments within different families of instruments</p> <p>Use and explore notations which are linked to understanding of elements to communicate own musical ideas, including expressive markings</p> <p>Identify composers' intent in music heard and performed</p> <p>Identify how music is produced in different ways including the use of ICT</p>	<p>Examples in addition to KS 1 and lower KS2</p> <p>Styles Historical and international themes</p> <p>Purposes eg: theme tunes rituals films</p> <p>Non-musical stimuli abstract ideas dramatic themes</p>	<p>Extend accuracy of vocal range (use low A-E' as a guide) increase awareness of expression and interpretation through control of the elements and phrasing when singing</p> <p>Sing simple part songs with awareness of pitch and balance</p> <p>Continue to develop use of own instruments and technique on a wider range of classroom percussion, including ethnic, chromatic instruments and classroom keyboards</p> <p>Control more complex rhythmic patterns and sequences, including those in 6/8</p> <p>Develop ability to rehearse and present performances in independent groups, showing awareness of their own part in relation to others</p>	<p>Begin to improvise in a variety of styles using scales as a base</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Vary and refine ideas</p> <p>Develop ideas within musical structures</p> <p>Use specific patterns of pitch and rhythm to give pieces shape and coherence</p> <p>Begin to use simple chord sequences to structure pieces</p> <p>Capture, change and combine sounds for a specific musical purpose</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context and purpose</p> <p>Use a variety of art forms to respond to changes in character or mood and other elements of music, with increased emphasis on changes in metre, textures and structures</p> <p>Express and justify ideas and opinions about music heard and performed using an appropriate and extended musical vocabulary</p> <p>Improve their own and others' work with and awareness of the music's context and purpose</p>

Year 6

Listening and understanding	Contexts	Controlling	Creating	Responding and reviewing
<p>Pitch: recognise and identify different scale patterns: major, minor, pentatonic and raga</p> <p>Duration: understand irregular rhythmic groupings, such as fives, sevens</p> <p>Dynamics: understand how the full range of dynamics can be manipulated for expressive effect</p> <p>Tempo: understand how the full range of tempi can be manipulated for expressive effect</p> <p>Texture: distinguish between textures, and how they can be used for expressive effect; understand simple chord structures</p> <p>Timbre: identify families of instruments, and different ensemble combinations, eg: jazz band, orchestra, choir</p> <p>Structure: understand and identify contrasting style arrangements, theme and variations</p> <p>Applying understanding Identify how a combination of elements are used in a variety of musical styles and to communicate musical effects</p> <p>Identify instruments within different families of instruments, and electronic sounds</p> <p>Use and explore notations which are linked to understanding of elements to communicate own musical ideas, including performance instructions</p> <p>Identify composer's intent in music heard and performed</p> <p>Identify how music is produced in different ways including the use of ICT</p>	<p>Examples in addition to KS1 and lower KS2</p> <p>Styles Historical and international themes</p> <p>Purposes eg: theme tunes rituals films</p> <p>Non-musical stimuli eg: abstract ideas dramatic themes</p>	<p>Extend accuracy of vocal range to include pitching of chromatic patterns</p> <p>Increase awareness of expression and interpretation through control of elements when singing</p> <p>Sing with confidence in two parts (descants, etc.)</p> <p>Use a wide range of instruments with confidence demonstrating knowledge of correct technique</p> <p>Control irregular rhythmic groupings, such as fives, sevens</p> <p>Maintain ostinati patterns and sequences in all metres</p> <p>Rehearse and present performances in independent groups, commenting on how intentions have been achieved</p>	<p>Improvise in a variety of styles, using scales as a base</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Vary and refine ideas</p> <p>Develop ideas within musical structures</p> <p>Use simple chord sequences to structure pieces</p> <p>Capture, change and combine sounds for a specific musical purpose</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context and purpose</p> <p>Use a variety of art forms to respond to changes in character or mood and other elements of music, with increased emphasis on changes in metre, textures and structures</p> <p>Express and justify ideas and opinions about music heard and performed using an appropriate and extended musical vocabulary</p> <p>Improve their own and others' work with an awareness of the music's context and purpose</p>