



Kingswood Primary School – Music skills progression

A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The national curriculum for music aims to ensure that all pupils:

By the end of Key Stage 1:

Play and Perform	• Use voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • To learn to sing and to use their voices and have the opportunity to learn a musical instrument,
Listen and Appraise	• Listen with concentration and understanding to a range of high-quality live and recorded music
Compose/ Improvise	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Create and compose music on their own and with others

By the end of Key Stage 2 : Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Play and Perform	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
Listen and Appraise	• Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Compose/ Improvise	• Improvise and compose music for a range of purposes using the inter-related dimensions of music
Musical Theory	• To use and understand staff and other musical notations and terminology. • To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics studied	<u>Cycle 1</u> Autumn - Island Life/Discovery Spring - India /Percussion instruments The Great Fire of London Summer - Down in the woods/Ocarina When I grow up <u>Cycle 2</u> Autumn – People who help us (Florence Nightingale/Mary Seacole) Christmas Spring – Kenya/ Percussion Instruments. Seaside holidays Summer – Transport In our garden/Ocarina		<u>Cycle 1</u> Autumn –Anglo Saxons/Vikings/Recorders Spring – School and its environment Russia Blues/Glockenspiel Summer – Natural disaster/ Ukulele <u>Cycle 2</u> Autumn –Stone Age/Romans/Recorders Spring – South America/Arctic and Antarctica Percussion Summer – Tudors – Glockenspiels/Ukulele		<u>Cycle 1</u> Autumn – Ancient Greeks/Recorders Spring –Victorians/Glockenspiels Summer - Mayan Civilisations / Ukulele <u>Cycle 2</u> Autumn – World War 2 /Glockenspiels Spring –Ancient Egyptians/Recorders Summer - Rivers, Mountain and Coasts/Ukulele	
Play and Perform	Sing with a sense of awareness of pulse and control of rhythm. Sing songs expressively and with confidence. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. Play instruments in different ways and create sound effects. Perform together and follow instructions that combine the musical elements. Create long and short sounds on instruments.	Handle and play instruments with control. Identify different groups of instruments. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.	Sing with confidence using a wider vocal range. Sing in tune. Recognise simple structures. (Phrases). Sing songs and create different vocal effects. Sing and play in class. Play as part of an ensemble. Begin to use different tempi and dynamics. Tap rhythm of a song whilst others tap the pulse. Tap the pulse, whilst other play rhythm. Clap an ostinato	Improvise rhythmic phrases. Play an ostinato accompaniment to a song. Say and tap up to 8 beat phrases. Make their own symbols as part of a class score. Sing/Play expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness	Develop leadership skills within ensemble. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds Present performances effectively with awareness of audience, venue and occasion.

		Follow pitch movements with their hands and use high, low and middle voices. Perform long and short sounds in response to symbols. Copy a rhythmic phrase.			of improvisation with the voice. Grow greater awareness of what others are playing in an ensemble.	
Listen and Appraise	Recall and remember short songs and sequences and patterns of sounds. Begin to respond physically when listening to music. Identify different sound sources	Respond physically when performing, composing and appraising music. Identify well-defined musical features. Sing songs from memory.	Recognise individual key instruments. Play simple tunes by ear. Play short 4/5 note tune. Identify phrases of a song.	Identify melodic phrases and play them by ear. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. Use art to describe how a piece of music makes them feel.	Listen for an individual part in multiple part music. Identify repeated and contrasting sections of recorded music Copy melodic phrases. Analyse lyrics and structure of a song.	Match the metre of recorded music. Internalise short melodies and play these on pitched percussion (play by ear) Create dances that reflect musical features. Identify different moods and texture and how a mood is created by music and lyrics. Listen to longer pieces of music and identify key features.
Compose / Improvise	Create and chose sounds in response to a given stimulus. Contribute to the creation of a class composition.	Make sounds and recognise how they can give a message. Identify how sounds can be changed. Change sounds to reflect different stimuli.	Create a rhythmic phrase. Improvise rhythmic phrases of equal length. Create music that describes contrasting moods/emotions.	Organise phrases in a simple structure. Compose a melodic phrase. Improvise melodic phrases.	Organise rhythmic and melodic phrases. Improvise rhythmic and melodic phrases over backing. Identify different speeds of pulse (tempo) by clapping and moving.	Explore, select combine and exploit a range of different sounds to compose a soundscape. Compose a rap song using own lyrics. Compose music individually or in pairs

			Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Write lyrics using a Blues format. Record compositions using flipcams.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Create an accompaniment to a known song. Create descriptive music in pairs or small groups	Improvise rhythm patterns. Improvise an independent part keeping to a steady beat. Write lyrics to a Rap beat. Identify the metre of different songs through recognising the pattern of strong and weak beats.	using a range of stimuli and developing their musical ideas into a completed composition.
Musical Theory	Create long and short sounds on instruments. Play games to help identify tempo, pitch and dynamics of music.	Make their own symbols as part of class score. Introduce crotchet, minim. Compose a short rhythmic pattern using body percussion.	Read and play 4/8 beat rhythm notation. Read basic staff notation Identify lengths of notes: crotchet, quaver, minim, semi breves. Identify ostinatos in music. Sing in simple two part canon form.	Read and play pitch notation C-C. Perform using notation as a support. Identify lengths of notes: crotchet, quaver, minim, semi breves, crotchet rests. Identify ostinato in music. Sing in more complex 3 part canon form.	Read, play and write 4/8 beat rhythmic notation. Identify lengths of notes: crotchet, quaver, minim, semi breves and crotchet, minim and semibreve rests. Write simple pitch notation. Explore scales, chords, time signatures.	Perform using notation as a support. Notate simple melodic phrases from dictation. Explore major and minor scales and chord sequences. Notate compositions using the most appropriate method. Identify dotted notation and semi-quavers.
History of Music/Appreciation of Music.	Listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or birthday party.	Listen to pieces of music and discuss where and when they may be heard explaining why - using simple musical vocabulary.	Listen with attention to detail and internalize and recall sounds with increasing aural memory. Identify rhythmic patterns, instruments	Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/natural, synthesised.	Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...). Appraise own work by comparing/	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose

	To explain whether they like or dislike a particular song and why. .	To begin to understand how musical elements create different moods and effects.	and repetitions of sound/pattern. Recognise how the different musical elements are combined and used expressively To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	Explain how sounds can create different intended effects. Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods.	contrasting with work of others. Improve performance through listening, internalising and analysing. 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	effects the way that music is created and performed.
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