

## Music Progress of Skills

	Performing	Improvising and Composing	Listening and Reviewing	Dimensions
KS1	<ul style="list-style-type: none"> <li>Sign simple songs and changes (with actions) building rhythmic and melodic memory.</li> <li>Use voice to create sounds – humming, whispers, clicks and whistles.</li> <li>Start and stop together on direction.</li> <li>Being to use correct techniques when playing a range of percussion instruments.</li> <li>Keep a steady beat and copy simple rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Create and clap own rhythms.</li> <li>Create patterns of sound – long/short, high/low, loud/soft (quiet).</li> <li>Use instruments to reflect a topic or add sound effects to a story.</li> <li>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about music hard with appropriate vocabulary.</li> <li>Begin to explore how music can affect emotions.</li> <li>Recognise how music enriches our lives.</li> <li>Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>Think of ways to improve their compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch: recognise and respond to high, low and middle sounds.</li> <li>Duration: recognise and respond to a pulse and patterns of long and short sounds.</li> <li>Dynamics: understand loud, quiet and silence.</li> <li>Tempo: understand fast and slow.</li> <li>Timbre: identify different percussion sounds and how they are made.</li> <li>Texture: recognise and respond to one sound leading to many sounds.</li> <li>Structure: understand and identify beginning, middle and end and use of repetition and introduction.</li> </ul>
Lower KS2	<ul style="list-style-type: none"> <li>Sing rounds (canons) and partner songs, maintaining own part with some support.</li> <li>Sing songs with a simple ostinato part.</li> <li>Sing with developing understanding of expression and dynamics.</li> <li>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</li> <li>Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Represent sounds on a graphic score with symbols for a group performance.</li> <li>Create a soundscape using tuned and untuned percussion.</li> <li>Compose four bars of music using 3 notes with an understanding of note value and time signature.</li> <li>Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim.</li> <li>Understand and use Italian musical terminology within vocal and instrumental composition.</li> <li>Begin to take part in improvisation sessions with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the family groups within the orchestra and the importance of the conductor.</li> <li>Describe and give opinions of the music heard with some use of musical vocabulary.</li> <li>Discuss the emotional impact of a piece.</li> <li>Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster).</li> </ul>	<ul style="list-style-type: none"> <li>Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.</li> <li>Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns to fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms.</li> <li>Dynamics: understand getting louder and quieter in finer graduations.</li> <li>Tempo: understand getting faster and slower in finer graduations.</li> <li>Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces.</li> <li>Texture: recognise different combinations of layers in music.</li> <li>Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.</li> </ul>
Upper KS2	<ul style="list-style-type: none"> <li>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</li> <li>Play percussion instruments with an understanding of pitch, 2, 3, and 4 metre and syncopated rhythms.</li> <li>Accurately maintain an independent part within a group in both instrumental and vocal performance.</li> <li>Read and play at least 5 notes on an instrument (e.g. recorder) with greater accuracy and independence.</li> <li>Perform with control, dynamics and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Represent sounds on graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</li> <li>Improvise with confidence and an awareness of rhythm, context and purpose.</li> <li>Group soundscape composition with instruments and vocals and a conductor.</li> <li>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</li> <li>Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ensemble combinations and instruments heard and their role within the ensemble (e.g. ostinato, melody).</li> <li>Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</li> <li>Listen to music of differing genres (e.g. jazz, classical, blues) and compare and contrast the different styles.</li> <li>Discuss ways to improve the composition of others using musical dimensions as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece of tuned instruments.</li> <li>Duration: understand 2, 3, and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm.</li> <li>Dynamics: understand how a wider range of dynamic can be used for expressive effect.</li> <li>Tempo: understand how a wider range of tempi can be used for expressive effect.</li> <li>Timbre: discuss the 'quality' of voice, vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir).</li> <li>Texture: begin to understand different types of harmony (simple parts, use of chords, acappella).</li> <li>Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</li> </ul>

