



**Federation of Spixworth Schools  
Music Skills Progression**

	<b>Reception</b>	<b>KS1</b>	
<b>Curriculum</b>	ELG: Being Imaginative and Expressive Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
<b>Coverage</b>	<b>A Reception Musician can:</b>	<b>A Year 1 Musician can:</b>	<b>A Year 2 Musician can:</b>
Singing	Join in with singing Make a range of sounds with their voices	Explore voices expressively and creatively by speaking chants and saying and singing rhymes and simple songs	Develop more control and confidence in using voices expressively for wider range of songs.
Playing instruments	Experiment with making sounds with their bodies, everyday objects and un-tuned instruments	Play un-tuned instruments musically	Start to develop skills playing tuned instruments.
Listening	Listen to recorded music	Listen to recorded and live music recognising changes to sound and mood.	Listen for longer periods to a developing range of recorded and live music recognising changes to sound and mood.
Improvising and experimenting	Clap short, rhythmic patterns Make up their own musical pieces	Repeat short simple rhythmic patterns Make longer and shorter sounds, louder and softer sounds Use instruments within a known rhyme or song Make up their own short rhythms	Repeat longer rhythmic patterns Choose instruments for effect Develop their own short rhythms for a purpose i.e wind, rain, happy, sad Represent sounds with simple symbols including shapes and marks
Appraising music	Say how a piece of music makes them feel Begin to describe sounds Say if they like or dislike a piece of music	Respond to different moods in music Identify what different sounds in music could represent Describe difference between two pieces of music (loud/quiet, fast/slow, high/low etc) Form an opinion to express how a piece of music makes them feel	Begin to associate sounds with instruments Identify pulse and tap along Begin to recognise changes in pitch, timbre, dynamics Evaluate and improve their own work

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KS2				
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>			
<b>Coverage</b>	<b>A Year 3 Musician can:</b>	<b>A Year 4 Musician can:</b>	<b>A Year 5 Musician can:</b>	<b>A Year 6 Musician can:</b>
Singing Develop: accuracy of pitch, Vocal expression, Melodic memory Part singing Confidence when singing solo and in groups	Sing simple melodic and rhythmic parts, showing control of voice – e.g. through repetition, reasonable accuracy of pitch Sing in parts/round. -e.g. whole class divided into groups London’s Burning Sing in a group in school performances - e.g. Christmas/ end of term performances	Sing more complex melodic and rhythmic parts. Show control of voice, an understanding of the need to pronounce words clearly and breathing correctly. Maintain a simple part in a group Sing in a group in school performances.	Develop skills in singing a range of songs. -e.g. popular songs for solo voice and whole class: Mr Blue sky, Million Dreams, A whole new world. Show an increased control of voice, good pronunciation of words and good breathing technique.  Maintain more complex parts in a round. Sing in a duet or solo in school performances.	Be confident in learning and singing a wide range of songs. Show a developed control of voice, good pronunciation of words and good breathing technique. Create different vocal effects when singing and rapping  -e.g Able to sustain longer notes- e.g. add accents, incidentals and vocal riffs  Sing a harmony part confidently and accurately.  Sing in a duet or solo in school Performances.
Playing instruments	Start to play a tuned or un-tuned instrument with confidence and developing accuracy, fluency, control and expression. Perform, with guidance, in a group	Develop skills in playing a tuned or un-tuned instrument with confidence and developing accuracy, fluency, - e.g. range of notes used 2 to 3 chimes - e.g. increased tempo - e.g. more legato	Develop skills in playing a tuned or untuned instrument with confidence and developing accuracy, fluency, control and expression. Plan (with guidance) and perform in a group.	Develop skills in playing a tuned or untuned instrument with confidence and developing accuracy, fluency, control and expression. Plan and perform in a group

		<p>control and expression. Soft/ loud reflect change of mood – with guidance. Perform, with guidance, in a group. e.g. no when to come in during groups performances</p>	<p>-e.g. Begin to develop simple keyboard skills –e.g. more accurate hand positioning Use dynamics and greater precision when playing e.g. on drums syncopated rhythms</p>	<p>e.g. adapt technique to reflect expressive elements of piece being played – using expression in duration – free interpretation Read and play from simple notational scores</p>
<p>Listening with attention to detail and recall sounds with increasing aural memory.</p>	<p>To recognise repeated patterns. To copy patterns. To recognise how sound and rhythm can affect mood of music.</p> <ul style="list-style-type: none"> <li>- Recognise simple changes from major to minor and describe effect on listener To start to articulate an opinion on music they like or don't like. Include suitable musical and non- musical vocabulary</li> <li>- In terms of rhythm pitch.... To recognise more complex repeated patterns. Including compound time. To copy simple patterns confidently</li> </ul>	<p>To recognise more complex repeated patterns.</p> <ul style="list-style-type: none"> <li>- E.g. on beat crotchet/ quaver permutations</li> <li>- E.g. how to express silent beats</li> <li>- To copy simple patterns confidently.</li> <li>- To recognise how sound and rhythm can affect mood of music and discuss the mood of music.</li> <li>- E.g. identify such features as the slow build-up of tension in the opening movement Tchaikovsky's Pathetique convey's the sense of tragedy and the slow build-up of dynamics in the opening of Zadok of the priest creates the sense of excitement and anticipation</li> <li>- To start to articulate an opinion on music they like or don't like with reasons why.</li> </ul>	<p>To recognise repeated patterns with subtle changes i.e speed, instrument, pitch To copy more complex patterns. To recognise how sound and rhythm can affect mood of music. To be able to articulate an opinion on music they like or don't like with reasons why</p>	<p>To recognise repeated patterns with subtle changes i.e speed, instrument, pitch And explain how these changes affect the music. To copy more complex patterns confidently. To recognise how sound and rhythm can affect mood of music. To articulate an opinion on music they like or don't like and why</p>

<p>Improvising and experimenting</p> <p>Including thematic elements – Programmatic music</p>	<p>Develop rhythmic composition (intro to body percussion). With support develop ideas for composing rhythmic and tuned music. -e.g. question and answer activities- repeating rhythms adding in own rhythmic permutations to a pulse – fill the gap</p>	<p>Use body to develop rhythmic composition. Become more confident and composing rhythmic and tuned music Increase duration of an improvised piece. Use a simple starting point e.g. Twinkle, Twinkle little star... to create Improvised permutations.</p>	<p>Develop own ideas for using body to develop rhythmic composition. Compose rhythmic and tuned music with reduced support</p>	<p>Recognise combinations of pitched sounds - concords and discords Identify and play CM diatonic Chords C-F-G-Am-Dm Improvise - developing rhythmic and melodic material within given structures - when performing</p>
<p>Appraising music</p> <p>Develop precision – e.g. musical vocabulary- fast slow tempo</p>	<p>Begin to recognise instruments being played. To start to comment on likes and dislikes. To start to know the names of some great composers and musicians. To start to recognise music from different traditions.</p>	<p>To recognise strings, wind instruments and percussion. -e.g. introduce idea of timbre To develop an opinion on likes and dislikes. -e.g. develop simple critical language – emotive language To be more confident in naming some great composers and musicians. To build knowledge to recognise music from different tradition E.g. ‘kids unite’ Mama Africa.</p>	<p>To start to recognise styles of music. i.e classical, jazz. To talk about preferences and why. To start to be able to name some great composers and musicians and their works. To recognise music from different traditions.</p>	<p>To be more confident recognising styles of music. i.e classical, jazz. To be confident in talking about preferences and why. To be able to name some great composers and musicians and their works. To be good at recognising a range of music from different traditions</p>
<p>Composing</p>	<p>Develop rhythmic composition (intro to body percussion). e.g. use simple time See improvising and experimenting</p> <p>With support develop ideas for composing rhythmic and tuned music.</p>	<p>Use body to develop rhythmic composition. -e.g. compose music with clearly identifiable crotchet/quaver and minim permutations.</p> <p>Become more confident and composing rhythmic and tuned music. -e.g. begin to use clearly identifiable structures e.g. beginning/ middle / end</p>	<p>Develop own ideas for using body to develop rhythmic composition. Compose rhythmic and tuned music with reduced support.</p> <p>e.g. combine keyboards and chimes. Make choices which reflect the theme of the composition add details such as dynamics Compose a half minute piece which is sustained and shows repetition of clearly defined musical structures e.g. Scales, jumps in pitch</p>	<p>Become more confident in using own ideas to develop rhythmic composition. Be confident in attempting to compose rhythmic and tuned music with reduced support.</p> <p>e.g. combine keyboards and chimes. Make choices which reflect the theme of the composition add details such as dynamics If possible, begin to combine with other media e.g. compose for a film clip, a powerpoint presentation.</p>

				<p>e.g. Use recording equipment to record and edit work.</p> <p>Compose a minutes piece which is sustained and shows repetition of clearly defined musical structures e.g. Scales, jumps in pitch..... Comment about decisions made Begin to use simple standard notation to record compositions</p>
<p>Musical notation</p> <p>Include non-standard notation</p>	<p>To use non-standard notation as a starting point. -e.g. how could we represent the elements of music (duration, pitch...) as shapes? notation?</p> <p>To start to learn to read music. -e.g. simple time -know that 4/4 time can be defined using 4 crotchet beats- identify and play these rhythms To know that different note positions mean different notes - e.g. learn FACE to identify and name notes on a staff and that symbols represent the length of notes - E.g. identify and learn how to clap minims and crotchets.</p>	<p>Develop use of non-standard notation as: a means to record impressions of a piece of music – its structure/ changes in mood; a means of recording their own compositions</p> <p>To start to learn to read music. - E.g. from manuscript Identify and play a short melodic or rhythmic pattern consisting of 2 – 3 pitched notes To know that different note positions mean - E.g. Revise FACE That symbols represent the length of notes - E.g. play/ clap a greater range of notes, including minims, crotchets and quavers and rests To start to develop musical vocab.</p>	<p>To read the musical staff and work out the notes EGBDF and FACE. To draw a treble clef in the correct position. To develop musical vocab</p>	<p>To use musical notation and staff to play a simple piece of music on a xylophone or recorder. To use a range of words associated with musical vocab.</p>
<p>Music history</p>	<p>To start to realise that music has a history -e.g. place composers on a simple time line</p>	<p>To start to recognise music from different historical periods and cultures. -e.g. focus on music from the baroque Period.</p>	<p>To start to show and knowledge of music from different historical periods and cultures.</p>	<p>To be confident in discussing music from different historical periods and cultures.</p>

	<p>-e.g. compare Tudor dance music with contemporary music Focus on identifiable changes e.g. volume, timbre, technology</p> <p>different purposes in different cultures. -e.g.</p>	<ul style="list-style-type: none"><li>- E.g. compare how instruments sound different</li><li>- E.g. Bach, Vivaldi, Albinoni</li><li>- Identify typical instruments used and compare with today</li><li>- Identify typical features- fuge, Contrapuntal.....</li></ul>		
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