

# Music Skills Progression (KS2)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Elements of Music / Terminology</b>	<p>Pulse (steady beat in a song)</p> <p>Rhythm (pattern made from long and short sounds)</p> <p>Pitch (range of high and low sounds)</p> <p>Tempo (Italian word; how fast or slow music goes)</p>	<p>Dynamics (how loud or quiet the music is)</p>	<p>Dynamics (piano means soft, forte means loud)</p> <p>Timbre (quality and character of the sound)</p> <p>Unison (to sing together)</p> <p>Vocab: Minim (note that last for two counts)</p> <p>Crotchet (note that lasts for one count)</p> <p>Crotchet rest (rest that lasts for one count)</p> <p>Semibreve (note that lasts for four counts)</p>	<p>Dynamics (crescendo: music getting louder, decedend: music getting softer)</p> <p>Structure (how the music or song is organised)</p>	<p>Texture</p> <p>Staccato (sharp notes, separate to each other)</p> <p>Legato (notes are smooth and connected)</p>	<p>All key terms used with greater independence, confidence and accuracy.</p>
<b>Listen and Appraise</b>	<p>Describe how music makes you feel.</p> <p>Identify changes in pitch.</p> <p>Identify and respond to changes in tempo and pitch through movement.</p> <p>Begin to sit still and listen carefully to the music.</p>	<p>Listen with increasing concentration and use key terms to comment on a piece of music.</p> <p>Listen to and repeat back rhythmic patterns.</p> <p>Understand how music can tell a story (Great Fire of London).</p> <p>To reflect on and improve a group's performance.</p> <p>Keep a steady pulse to a tune.</p>	<p>Listen with increasing concentration and use key terms to comment on a piece of music.</p> <p>Recognise a change in pitch by ear.</p> <p>Appraise own performance when playing an instrument.</p>	<p>Listen with increasing concentration and use key terms to comment on a piece of music.</p> <p>Discuss the structure of a song.</p> <p>Consider how a song should be sing and evaluate their own performance.</p>	<p>Listen with increasing concentration and use key terms to comment on a piece of music.</p> <p>Start to hear the difference between a staccato and legato piece of music.</p> <p>Understand how a song can have a social and cultural meaning.</p> <p>Compare pieces of music using the interrelated dimensions of music.</p>	<p>Listen with increasing concentration and use key terms to comment on a piece of music.</p> <p>Carefully select and present a piece of music to the class.</p>

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<b>Using voices expressively and creatively (Singing)</b>	<p>Sing a song together as a group.</p> <p>Remember most words and actions.</p> <p>Begin to stop and start correctly when instructed.</p> <p>Learn to sing some traditional nursery rhymes.</p>	<p>Sing songs and speak rhymes, with awareness of the beat.</p> <p>Start and stop when instructed (including holding a note until the conductor says).</p> <p>Experiment with dynamics and tempo whilst singing. Sing in a round (London's Burning).</p> <p>Perform expressively Sing in an ensemble.</p>	<p>Sing and perform with greater control (accuracy of hitting notes, starting and stopping with greater accuracy).</p> <p>Sing in tune.</p> <p>Sing with expression, paying attention to changes in dynamics. Know some basic vocal warm ups.</p>	<p>Sing in tune, accurately hitting notes.</p> <p>Sing, paying attention to dynamics and diction.</p> <p>Hold part within an ensemble</p>	<p>Sing in unison with clearer diction, controlled pitch and sense of phrasing.</p> <p>More accurate changes in pitch (no sliding between notes).</p> <p>Sing in rounds.</p>	<p>Sing in unison and in harmonies with clearer diction, controlled pitch and sense of phrasing.</p> <p>Greater accuracy when changing pitch.</p>
<b>Play tuned and untuned instruments: Glockenspiels</b>	<p>Treat instruments with respect.</p> <p>Explore making sounds on the glockenspiel.</p> <p>Know how to open the glockenspiel.</p> <p>Start to hold a beater correctly.</p> <p>Play a simple 3 note tune (Rain Rain Go Away).</p>	<p>Hold the beater with more confidence and loosely (to get the correct sound).</p> <p>Play a 4 note song.</p> <p>Try to keep in time with the beat.</p>	<p>Hold beater correctly (correct fingers and loose grip).</p> <p>To play with a good, clear sound and hitting the notes with increasing accuracy.</p> <p>Play as part of a two part ensemble.</p> <p>Play in time with the beat. Play notes of different lengths.</p>	<p>Use beater with increasing control.</p> <p>Play in time with the pulse. Hitting notes with increasing accuracy (hitting intended note).</p> <p>Follow music more closely Start to hold notes for the correct length in a piece.</p>	<p>Play as part of an accompaniment, paying attention to the other part.</p>	<p>Play as part of an accompaniment, paying attention to the other part.</p> <p>Play with increasing accuracy and evaluate performance.</p>
<b>Play tuned and untuned instruments: Recorders</b>	-	-	<p>To know how to hold a recorder.</p> <p>Play B A and G on the recorder.</p> <p>Start to move smoothly between notes.</p> <p>Understand that posture affects the quality of their playing.</p>	<p>Play B A G with increasing accuracy. Change pitch with increasing accuracy and control (less squeaking).</p> <p>Play D E and F.</p> <p>Find notes with increasing accuracy.</p> <p>Consider when to breath when playing a short piece.</p>	<p>Hold part within a three part ensemble (recorders, glockenspiels and ukulele)</p>	-

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<b>Play tuned and untuned instruments: Ukulele</b>	-	-	-	-	Hold a ukulele correctly. Play chords G, C and F.	-
<b>Creating and Exploring: Improvise</b> (Come up with a series of sounds, hard to ever replicate)	Explore different sounds on percussion instruments.  Improvise a short clapped rhythm.	Explore different sounds to represent a stimuli (fire).	Explore sounds and how different notes are played.	Using aural memory to clap back a short sequence made up by a friend.	Create more complex rhythmic patterns.	
<b>Creating and Exploring: Compose</b> (Create ideas and 'fix them' by writing them down in some form)	Create and play simple word rhythms.  Compose a short series of rhythms to tell a story about a picture.  As a class make up sounds in a short piece of music (Pass the Sound).	Compose lyrics to a well known melody.  Imitate changes in pitch and compose own sung rhythm (Charanga game).	Compose a two note simple rhythm on the glockenspiel (written as letters or notation).  Compose a short piece of music using crochets B A G on the recorder using staff notation.	Create simple rhythmic pattern using a small range of notes for the recorder (B A G D E).  Compose a three note simple rhythm on the glockenspiel (written as letters or notation).	Create more complex rhythmic patterns.	Compose lyrics in the style of a rap (chorus, verse, hook).  Write a short rhythm in the style of Hip Hop.
<b>Creating and Exploring: Music Notation</b> (ways to visually represent music)	Understand that a picture or letter corresponds to a note.  Start to understand the length of a note (one clap or two claps).  Represent a short composition using pictures in a grid.	Understand that a letter corresponds to a note.  Start to understand the length of a note (one clap or two claps).	Start to understand formal staff notation (crotchets, minims, semi breves).  To read notes B A G in formal staff notation.  To compose a short piece of music using crotchets B A G.	Identify B A G written as staff notation with increasing accuracy.  To read notes E, D, C F on the formal staff notation.  Show a greater understanding of formal notation (crotchets, minims and rests).	Compose to a known song using graphic notation (written on a stave).  Read chords as musical notation.	To build on existing knowledge.