

# Music progression of skills



# Early Years – Music

## Key Knowledge

### **Pitch**

Explore and respond to high and low sounds

### **Duration**

Explore and respond to long and short sounds and recognise the steady beat in music heard and performed

### **Dynamics**

Explore, respond to and recognise loud, quiet and silence

### **Tempo**

Explore, respond to and recognise fast and slow

### **Timbre**

Explore, use and respond to a range of sounds and sound-makers including vocal sounds

### **Texture**

Explore and respond to one sound and many sounds

### **Structure**

Explore and respond to sequences of events and stories, distinguish between same and different

## Key Skills

**Singing** -Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory

**Playing** -Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy

**Rehearsing and performing** -Sing and play individually and in a group, starting and stopping together and following simple directions

**Notating** -Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions

**Listening and responding** -Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel

**Describing and discussing** -Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions



	Year 1	Year 2
<p><b>Pitch</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Explore, respond to and recognise high, middle and low sounds</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to, recognise and identify higher and lower sounds and the general shape of melodies.</li> <li>· Begin to recognise steps, leaps and repeated notes</li> </ul>
<p><b>Duration</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Explore, recognise and respond to patterns of long and short sounds and to steady beats in music heard and performed</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Recognise, respond to and distinguish between steady beat and rhythm pattern and how they fit together</li> </ul>
<p><b>Dynamics</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to, recognise and identify loud, moderate, quiet and silence</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to, recognise and identify getting louder and quieter</li> </ul>
<p><b>Tempo</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to, recognise and identify fast, moderate and slow</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to, recognise and identify getting faster and slower</li> </ul>

<p><b>Timbre</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Use and identify families of school percussion instruments, their sound properties and how they could be played</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Identify and choose the way sounds are made and can be used</li> </ul>
<p><b>Texture</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Explore, respond to and recognise solo sounds and layers of sounds</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to and begin to recognise and use different layers</li> </ul>
<p><b>Structure</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA</li> </ul>

	Year 1	Year 2
<p><b>Singing</b> <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> <li>• Sing songs, rhymes and chants building rhythmic and melodic memory</li> <li>• Explore, develop and enjoy using voices in a variety of ways developing accuracy of pitch and diction</li> <li>• Use voices with increasing confidence to make a musical contribution</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs, rhymes and chants and use simple vocal patterns as accompaniments</li> <li>• Explore, develop and enjoy using voices in a variety of ways with increased accuracy of pitch and improved diction</li> <li>• Choose and perform vocal patterns and accompaniments with increasing confidence to make a musical contribution</li> </ul>
<p><b>Playing</b> <i>Play tuned and untuned instruments musically</i></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> <li>• Use dominant hand with untuned percussion and begin to use correct tuned percussion techniques</li> <li>• Explore and enjoy making sounds with an improved technique and with increased control including keeping a steady beat and copying simple rhythm patterns</li> <li>• Choose and play with increasing confidence to make a musical contribution</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate accuracy and control of correct technique on an appropriate range of untuned and tuned percussion instruments</li> <li>• Explore and enjoy playing instruments with greater accuracy and control including simple rhythm patterns and ostinato as accompaniments</li> <li>• Choose sounds and play instruments with increasing confidence to make a musical contribution</li> <li>• Choose and play patterns and accompaniments with increasing confidence to make a musical contribution</li> </ul>
<p><b>Rehearsing</b> <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> <li>• Develop awareness of how to improve</li> <li>• Make suggestions for improving singing and playing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop greater awareness of how to improve</li> <li>• Make suggestions for improving singing and playing</li> </ul>

<p><b>Notating</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> <li>· Respond to graphic notation, use basic rhythmic notation</li> <li>· Explore using signs and symbols to represent sounds</li> <li>· Invent and order signs and symbols to represent chosen sounds</li> </ul>	<ul style="list-style-type: none"> <li>· Respond to graphic notation and use basic notation of rhythm and / or pitch</li> <li>· Explore using signs and symbols to represent sounds</li> <li>· Invent and order signs and symbols to represent chosen sounds including accompaniments</li> </ul>
<p><b>Listen and responding</b></p> <p><b>Listen with concentration and understanding to a range of high quality live and recorded music.</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> <li>· Recognise changes in mood and character in music</li> <li>· Listen and respond to changes in mood and character through movement, dance, words and art recognising the emotional impact</li> <li>· Choose and create sounds to convey an idea</li> </ul>	<ul style="list-style-type: none"> <li>· Recognise changes in mood and character in music</li> <li>· Listen and respond to changes in mood and character through movement, dance, words and art recognising the emotional impact</li> <li>· Choose and invent sounds to convey an idea</li> </ul>
<p><b>Describing and discussing</b></p> <p><i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> <li>· Build an appropriate musical vocabulary relating to the dimensions</li> <li>· Talk about sounds and music heard and performed using an appropriate musical vocabulary and share ideas and opinions about them</li> <li>· Use an appropriate music vocabulary when communicating creative ideas to others</li> </ul>	<ul style="list-style-type: none"> <li>· Build an appropriate musical vocabulary relating to the dimensions</li> <li>· Express and justify ideas and opinions about music heard and performed using an appropriate musical vocabulary</li> <li>· Use an appropriate music vocabulary when communicating creative ideas to others</li> </ul>

