Bramham and Shadwell Federation

Music Progression of Skills

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high	Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).	Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response)	Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more	Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory.	Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.

	and low.		within a group using 1 or 2 notes.	than 2 notes.		
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Creating and developing musical ideas (composing)	Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow- tempo;	Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an	Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds	Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration.	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration).	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).

	quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	idea. Start to compose with two or three notes.	(texture/ structure).			
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Responding and reviewing (appraising)	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to	Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.	Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture,	Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics,	Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp,	Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.

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	represent different things (ideas, thoughts, feelings, moods etc.).		structure. Use these words to identify where music works well/ needs improving.	tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.	dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music.	Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work.
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Listening and applying knowledge and understanding	Listen for different types of sounds. Know how sounds are made and changed. Make	Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to	Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and	Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet,	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/	Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to

sounds with a slight difference, with help. Use voice in different ways to create different effects.	suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures).	recognise symbols (duration). Play with a sound-then-symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures.	rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.	structure). Read/ work out the musical stave (notes as Year 4). Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures.	perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. (Combining all musical dimensions). Describe different purposes of music in history/ other cultures.