

The Music Partnership – Skills Progression Map KS1/KS2



National Curriculum Content	<b>KEY STAGE 1</b> Pupils should be taught to: <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> <li>• Use technology to support learning where appropriate.</li> </ul>		<b>KEY STAGE 2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control.</li> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <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> </ul>		<ul style="list-style-type: none"> <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> <li>• Use technology to support learning where appropriate.</li> </ul>	
	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Explore making different sounds with the voice and instruments.</li> <li>• Show an understanding of pulse.</li> <li>• Sing and chant songs and rhymes in unison.</li> <li>• Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Start and stop at the appropriate time.</li> <li>• Follow a leader when performing as a group.</li> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>• Putting actions to songs.</li> <li>• Playing a pitched note/drone to accompany a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a simple melody using voice and/or instruments.</li> <li>• Perform with a strong sense of pulse.</li> <li>• Start to understand the difference between pulse and rhythm.</li> <li>• Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>• Play simple rhythms.</li> <li>• Sing in tune within a limited pitch range up to an octave.</li> <li>• Develop an awareness of diction when singing.</li> <li>• Sing/chant in unison and with a simple second part.</li> <li>• As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>• Perform and interpret a piece using simple notation.</li> <li>• Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>• Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>• Demonstrate the difference between pulse and rhythm.</li> <li>• Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>• Understand and respond to visual cues for starting and stopping.</li> <li>• Direct others to start and stop using gestures and can follow a conductor.</li> <li>• Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>• Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>• Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• Direct others to start and stop using gestures and can follow a conductor.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> <li>• Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</li> <li>• Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</li> <li>• Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> <li>• Perform a solo part within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>• Use the interrelated dimensions of music when singing and playing in a variety of styles.</li> <li>• Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>• Perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>• Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>• Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> </ul>
<b>Composing and Improvising</b>	<ul style="list-style-type: none"> <li>• Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>• Improvise a rhythm/sound over a given number of beats.</li> <li>• Add sound effects to a story.</li> <li>• Make a piece of music to illustrate a character or mood.</li> <li>• Respond to music through movement.</li> <li>• Understand simple graphic notation – one sign for a sound or group of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>• Improvise a rhythm/sound over a given number of beats.</li> <li>• Begin to recognise how music will fit a topic/theme.</li> <li>• Experiment with different timbres to create effects.</li> <li>• Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>• Respond to music through movement.</li> <li>• Notate a composition using simple graphic notation.</li> <li>• Understand that music can be notated in different ways.</li> <li>• Compose a piece with a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Make four-bar rhythms in groups, pairs or individually.</li> <li>• Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> <li>• Contribute ideas to a group composition, playing own part.</li> <li>• Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>• Add pitch names to rhythmic notation to make melodies.</li> <li>• Understand how changes in pitch can be shown on either graphic score and staff notation.</li> <li>• Understand graphic scores and how more than one sound can play at a time to create texture.</li> <li>• Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a piece with a simple structure (e.g. Binary or Ternary).</li> <li>• Improvise with increasing confidence (e.g. using 2 – 3 notes).</li> <li>• Add own words to an existing tune to make a new song.</li> <li>• Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>• Add pitch names to rhythmic notation to make more complex melodies.</li> <li>• Begin to show an awareness of how changes in pitch can be shown on a staff.</li> <li>• Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</li> <li>• Use ICT to compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>• Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>• Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>• Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</li> <li>• Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>• Is beginning to compose using conventional notation for rhythms and/or pitch.</li> <li>• Use ICT for recording/refining compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>• Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>• Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</li> <li>• Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</li> <li>• Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>• Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</li> <li>• To create a piece using ICT (ie garage band).</li> </ul>
<b>Aural Awareness and Theoretical Knowledge</b>	<ul style="list-style-type: none"> <li>• Listen to and experiment with vocal and instrumental sounds.</li> <li>• Copy back simple rhythmic patterns and melodies.</li> <li>• Recognise duration as being long or short.</li> <li>• Recognise pitch as high or low.</li> <li>• Recognise different articulations e.g. smooth and detached.</li> <li>• Feel if the tempo is fast or slow by responding to the pulse.</li> <li>• Recognise differences in dynamics as loud or soft.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>• Sing and recognise simple melodic shapes and patterns.</li> <li>• Take a lead in activities that involve imitation or call and response.</li> <li>• Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>• Recognise groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how sounds are made on different instruments.</li> <li>• Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>• Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>• Recognise different metres (e.g. 3 time and 4 time).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families.</li> <li>• Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>• Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>• Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>• Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify instrumental families aurally.</li> <li>• Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>• Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>• Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</li> <li>• Compare and discuss differences in performances of the same piece of music.</li> <li>• Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>• Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>• Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>• Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</li> <li>• Compare and discuss differences in performances of the same piece of music.</li> <li>• Recognise a variety of metres.</li> </ul>
<b>Reflecting and Evaluating</b>	<ul style="list-style-type: none"> <li>• Comment on own performances and compositions.</li> <li>• Describe how the music makes them feel and why.</li> <li>• Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about own and peers' work and make simple suggestions for improvement.</li> <li>• Discuss how the music makes them feel and why.</li> <li>• Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances.</li> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> <li>• Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> <li>• Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>• Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music.</li> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>• Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</li> <li>• Discuss music in subjective and objective terms using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</li> <li>• Confidently use a wide range of musical vocabulary.</li> </ul>