Wallsend Jubilee Primary School
Skills Progression: Music

Strands and NC Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LISTENING, APPRAISING AND RESPONDING Listen with concentration and understanding to a range of high-quality live and recorded music. (KS1) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (KS2) Develop an understanding of the history of music. (KS2) Listening with attention to detail and recall sounds with increasing aural memory. (KS2)	• Have a strong preference for songs they like / dislike. • Listen and responds to others in pair / group music making. • Associate music with types of people or places. • Name and describe the sound of instruments (Scratchy, soft). • Listen and respond verbally or through spontaneous movement to a wide range of music. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Listen and respond verbally or through spontaneous movement to a wide range of music. • Can identify and match instrumental sound.	• Compare pieces of music eg "this music started fast then went slow." • Suggest own interpretations of timbre, tempo and mood of new pieces using everyday language. • Associate genres of music with characters and stories. • Identify sounds of a wider range of percussion instruments, and some other common instruments and describe sounds. • Recognise music linked to characters or stories such as those from films or television. • Respond to music through mark making, drawing, gesture and dance.	• Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter & higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally & through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group.	• Recognising timbre changes in music they listen to • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work.	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world, and different times, have different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Recognising and beginning to discuss changes within a piece of music. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	• Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock & Roll, Blues). • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	• Identifying the way that features of a song can complement one another to create a coherent overall effect • Use musical vocabulary correctly when describing and evaluating the features of a piece of music • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
COMPOSING AND IMPROVISING Play tuned and untuned instruments musically. (KS1) Experiment with, create, select and combine sounds using the inter-related dimensions of music. (KS1) Use and understand staff and other musical notations. (KS2)	• Change some or all of the words of a song. • Add sound effects to stories using instruments. • Play instruments with control to play loud, quiet, fast, slow. • Show control to hold and play instruments to produce a musical sound e.g. holding a triangle and playing a beater. • Play instruments with increasing control to	• Keep a steady beat while playing instruments. • Create rhythms using instruments and body percussion. • Explore tuned percussion such as push bells, chime bars or boomwhackers and describe the effects	• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes.	• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure.	• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multilayered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and	• Composing a coherent piece of music in a given style with voices, bodies & instruments. • Beginning to improvise musically within a given style (Blues). • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four	• Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combing rhythmic patterns (ostinato) into a multi-layered	• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Recording own composition using appropriate forms of notation and/or technology.

Improvise and compose music for a range of purposes using the inter-related dimensions of music. (KS2)	express their feelings and ideas. • Create their own songs, or improvise a song around one they know. • Create representations of sounds i.e. mark making to music.	or patterns they create. • Tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. •	• Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher.	• Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music.	key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary.	different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others work, using musical vocabulary.	composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work.	
PERFORMING Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (KS1) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (KS2)	• Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Lead or is led by other children in music making, i.e. being a conductor.	• Sing the melodic shape of familiar songs. • Sings entire songs including longer songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Pitch match longer phrases. • Play along to the beat of the song they are singing / music they are listening to • Follow and lead as a conductor to change tempo or dynamics and for groups to stop and start •	• Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation.	• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.	• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. • Playing simple chord sequences (12 bar blues). • Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency.	• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance.
Overarching vocabulary			• Melody (tune) • Percussion • Pitch • Perform • Pulse • Rhythm • Tempo	• Melody (tune) • Percussion • Pitch • Perform • Pulse • Rhythm • Tempo • Bar • Crotchet • Quaver	• Melody (tune) • Percussion • Pitch • Perform • Pulse • Rhythm • Tempo • Bar • Crotchet • Quaver	• Melody (tune) • Percussion • Pitch • Perform • Pulse • Rhythm • Tempo • Bar • Crotchet • Quaver	• Melody (tune) • Percussion • Pitch • Perform • Pulse • Rhythm • Tempo • Bar • Crotchet • Quaver	• Melody (tune) • Percussion • Pitch • Perform • Pulse • Rhythm • Tempo • Bar • Crotchet • Quaver

				• Rest	• Rest • Minim • Unison • Notation • Compose • Improvise	• Rest • Minim • Unison • Notation • Compose • Improvise • Chord • Chord progression • Solo	• Rest • Minim • Unison • Notation • Compose • Improvise • Chord • Chord progression • Solo • Dynamics • Syncopation	• Rest • Minim • Unison • Notation • Compose • Improvise • Chord • Chord progression • Solo • Dynamics • Syncopation