



Progression of Skills

Music

National Curriculum objectives, Progression of Skills and target vocabulary for KS1 and KS2 MUSIC

See end of document for whole school overview...

Year	Listening and Appraising	Composition	Performance
ONE	<p>NC: Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Listen with concentration to a variety of music including live and recorded pieces. • Provide reasons for their opinions. Why do they like the piece of music? <p>Vocabulary:</p> <ul style="list-style-type: none"> • Recognising moving from <u>high</u> to <u>low</u> and vice versa (pitch) • Know <u>loud, quiet, silence</u> (dynamics) • Recognise <u>fast, medium, slow</u> (tempo) • Beginning to think about <u>how many instruments are playing - thick and thin</u> (texture) 	<p>NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music (elements).</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform as a class and in groups using voice and instruments. • Listen with concentration to a variety of music including live and recorded pieces. • Explore tuned and untuned instruments. Explore playing these in a variety of ways. • Select, explore and combine a range of sounds to play together. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Able to keep a steady <u>beat</u> (pulse) • Recognise <u>silence</u> (duration) • Describe various <u>sound qualities</u> e.g. <u>rattling, scratching, tinkling</u> (timbre) 	<p>NC: Use their voices expressively and creatively by singing songs and speaking chants and rhyme. Play tuned and untuned instruments musically.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform as a class and in groups using voice and instruments. • Listen with concentration to a variety of music including live and recorded pieces. • Sing a variety of songs and speak chants. • Explore tuned and untuned instruments. Explore playing these in a variety of ways. • Select, explore and combine a range of sounds to play together. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Able to keep a steady <u>beat</u> (pulse)

			<ul style="list-style-type: none"> • Notice <u>repeated patterns</u> in rhythm and melody (structure) • Recognise <u>silence</u> (duration)
TWO	<p>NC: Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Skills:</p> <ul style="list-style-type: none"> • Listen with focus and understanding to a range of high quality music. • Discuss likes and dislikes. Begin to make links to the interrelated dimensions of music E.G Is it slow/fast tempo? High/low pitch? <p>Vocabulary:</p> <ul style="list-style-type: none"> • Recognise <u>high</u> and <u>low pitch</u> within a melody • Begin to <u>group</u> sounds (<u>wooden, metal, strings</u>) • Understanding patterns of <u>long</u> and <u>short</u> sounds as <u>rhythm</u> • Noticing <u>beginnings, middles</u> and <u>endings</u>. Identifying <u>echoes</u> 	<p>NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music (elements)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform pieces in a group using instruments/voice or a combination of the two. • Listen with focus and understanding to a range of high quality music. • Play tuned and untuned instruments expressively. • Experiment, create, select and combine sounds considering the inter-related dimensions of music USE notes C,D,E,F <p>Vocabulary:</p> <ul style="list-style-type: none"> • Understanding patterns of <u>long</u> and <u>short</u> sounds as <u>rhythm</u> • Controlling <u>medium</u> and <u>quiet volume</u> (dynamics) • Using different <u>layers</u> and <u>textures</u> (<u>thick</u> and <u>thin</u>) • Able to keep a <u>constant tempo</u> from the start of a piece 	<p>NC: Use their voices expressively and creatively by singing songs and speaking chants and rhyme NC: Play tuned and untuned instruments musically</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform pieces in a group using instruments/voice or a combination of the two. • Listen with focus and understanding to a range of high quality music. • Use their voices expressively and creatively and use dynamics (quiet/loud) and timbre (hard/soft). • Play tuned and untuned instruments expressively. • <p>Vocabulary:</p> <ul style="list-style-type: none"> • Controlling <u>medium</u> and <u>quiet volume</u> (dynamics) • Able to keep a <u>constant tempo</u> from the start of a piece • Using different <u>layers</u> and <u>textures</u> (<u>thick</u> and <u>thin</u>)

			<ul style="list-style-type: none"> • Noticing <u>beginnings, middles</u> and <u>endings</u>. Identifying <u>echoes</u> • Understanding patterns of <u>long</u> and <u>short</u> sounds as <u>rhythm</u>
THREE	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Listen with attention to detail identifying different instruments and layers of sound. • Provide more detailed evaluations and reviews considering the interrelated dimensions of music using appropriate vocabulary. • <p>Vocabulary:</p> <ul style="list-style-type: none"> • Identifying <u>sliding</u> sounds, <u>steps</u> and <u>leaps</u> (pitch) 	<p>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff notation and other musical notations.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform in ensemble contexts using voices and musical instruments. • Begin to read simple notation • Improvise and compose music for a range of purposes, devices and musical instruments, including using the notes C,D,E,F,G • Use Garage band to explore musical ideas. • <p>Vocabulary:</p> <ul style="list-style-type: none"> • <u>Crescendo</u> -gradually louder; • <u>Diminuendo</u> -gradually quieter (<u>dynamics</u>) • Understanding <u>melody</u> and <u>accompaniment</u> (<u>texture</u>) 	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff notation and other musical notations.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform in ensemble contexts using voices and musical instruments. • Children sing a range of songs thinking about the interrelated dimensions of music including high/ low pitch, thick/thin texture, long/ short notes. • Begin to read simple notation. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Identifying <u>sliding</u> sounds, <u>steps</u> and <u>leaps</u> (pitch)

	<ul style="list-style-type: none"> • Identifying a rhythmic pattern; Feeling <u>strong / weak beats</u> (duration) • <u>Crescendo</u> -gradually louder; <u>Diminuendo</u> -gradually quieter (dynamics) • Recognising <u>tempo</u> changes within a piece and describing them (<u>faster/slower</u>) • Specific <u>sound qualities</u> - vocal sounds as harsh, mellow, husky, breathy (timbre) 		<ul style="list-style-type: none"> • Identifying a rhythmic pattern; Feeling <u>strong / weak beats</u> (duration) • <u>Crescendo</u> -gradually louder; <u>Diminuendo</u> -gradually quieter (dynamics) • Understanding <u>verse & chorus; call & response; question & answer, ostinato</u> (structure)
FOUR	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Begin to recall sounds and patterns. • Review and evaluate their own and other's performances with reference to the inter related 	<p>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff notation and other musical notations.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform in solo and ensemble contexts. Use voices and musical instruments with increased accuracy. • Begin to recall sounds and patterns. • Review and evaluate their own and other's performances with reference to the inter related dimensions of music and using appropriate vocabulary. 	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff notation and other musical notations</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform in solo and ensemble contexts. Use voices and musical instruments with increased accuracy. • Begin to recall sounds and patterns.

	<p>dimensions of music and using appropriate vocabulary.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Thinking about <u>groups of beats (metre)</u> (You will need music in different time signatures to hear the groupings) Using <u>dynamic extremes for effect (very loud/very quiet/suddenly loud)</u> Using <u>various tempo for a purpose (lively, sad, calm etc)</u> Explore various <u>sounds</u> made by individual instruments (<u>timbre</u>) e.g. world music Understanding <u>sequences, phrases and ABA structure.</u> Identifying <u>layers of rhythm and melody; solo, unison, duet. (texture)</u> 	<ul style="list-style-type: none"> Create compositions using instruments and electronic devices, combining multiple elements Begin to write simple notation e.g. graphic score to indicate their intentions. USE F,G,A,C,D Use Garage band to create simple compositions <p>Vocabulary:</p> <ul style="list-style-type: none"> Using <u>dynamic extremes for effect (very loud/very quiet/suddenly loud)</u> Using <u>various tempo for a purpose (lively, sad, calm etc.)</u> Explore various <u>sounds</u> made by individual instruments (<u>timbre</u>) e.g. how you can make different sounds from just one percussion instrument Understanding <u>sequences, phrases and ABA structure.</u> 	<ul style="list-style-type: none"> Review and evaluate their own and other's performances with reference to the inter related dimensions of music and using appropriate vocabulary. Children sing songs by a range of artists from a range of musical genres and periods. Learn to play a musical instrument in an ensemble context (Recorder Lessons) <p>Vocabulary:</p> <ul style="list-style-type: none"> Controlling <u>steps and leaps</u> in melodies (<u>pitch</u>) Using <u>dynamic extremes for effect (very loud/very quiet/suddenly loud)</u> Using <u>various tempo for a purpose (lively, sad, calm etc.)</u> Understanding <u>sequences, phrases and ABA structure.</u>
FIVE	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff notation and other musical notations.</p> <p>Skills:</p>	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Develop an understanding of the history of music.

Skills:

- Recall and reproduce sounds from aural memory.
- Listen to and evaluate music from a range of composers (e.g. Beethoven, Holst, Britten, Handel, Mozart, Grieg, Stravinsky, Mussorgsky) from history. Be able to make comparisons and understand why there are differences in genre.

Vocabulary:

- Understanding metre in 2, 3 and 4 beats in a bar.
- Understand accents. (dynamics)
- Understanding extremes of tempo.
- Combining sounds for specific effect.
- Able to use and understand rounds.
- Identifying moving parts together, counter melody.

- Recall and reproduce sounds from aural memory.
- Perform using voices and musical instruments with fluency and control.
- Understand staff notation. Use notation to record compositions F,G,A,C,D. Use graphic score/simple notation to write their intentions
- Make a change to the elements during the composition e.g. slow the tempo
- Use Garage band to build layers of sound.

Vocabulary:

- Recognising basic scales and feeling the tonic note (pitch)
- Understand accents (dynamics)
- Combining sounds for specific effect.

Use and understand staff notation and other musical notations.

Skills:

- Recall and reproduce sounds from aural memory.
- Perform using voices and musical instruments with fluency and control.
- Children sing in solo, group and ensemble situations with confidence.
- Understand staff notation
- Build on learning from last year to develop ability to play a wider range of notes and tunes on the recorder (Recorder Lessons)

Vocabulary:

- Recognising basic scales and feeling the tonic note.
- Understand accents (dynamics)
- Able to use and understand rounds.

	<u>Noticing clusters and blocks of sound.</u>		
SIX	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Skills:</p> <ul style="list-style-type: none"> Recall phrases of music accurately with increasing aural memory. Listen to a range of musical genres and provide detailed opinions on these. Know some performers and composers from these genres. Justify opinions using the musical elements and explain how and why music changes over time. <p>Vocabulary:</p>	<p>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff notation and other musical notations.</p> <p>Skills:</p> <ul style="list-style-type: none"> Perform in a range of contexts with expression. Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Use written notation to record compositions G,A,B,D,E or D,E,F ,G,A Have an understanding of how changing the elements within a piece can change the mood of a composition and apply it. Write their ideas using any notation, showing an understanding of structure. <p>Vocabulary:</p> <ul style="list-style-type: none"> Identifying <u>scale patterns</u> - pitch (pentatonic, major, modal) 	<p>NC: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff notation and other musical notations.</p> <p>Skills:</p> <ul style="list-style-type: none"> Perform in a range of contexts with expression. Recall phrases of music accurately with increasing aural memory. Children sing musically with control and confidence Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Use Garage Band to compose pieces with varied textures and

	<ul style="list-style-type: none"> • Identifying <u>scale patterns</u> - <u>pitch</u> (pentatonic, major, modal) • Understanding <u>metre in 5 & 7 beats in a bar. Even / uneven beats.</u> • Able to use full range of <u>dynamics.</u> (pp - ff) • Able to use full range of <u>tempo.</u> • Recognise <u>instrumental families</u> (e.g. <u>strings</u>: Violin, Viola, Cello, Double bass). Explore electronic sounds • Understanding <u>concord / discord.</u> Recognising <u>chords</u> and parts that weave in and out of each other. 	<ul style="list-style-type: none"> • Able to use full range of <u>dynamics.</u> (pp-ff) • Recognise <u>instrumental families</u> (e.g. <u>strings</u> Violin, Viola, Cello, Double bass). Explore electronic sounds • <u>Plan the structure of composition first.</u> Identify a <u>Rondo (ABACADA)</u> • Understanding <u>concord / discord.</u> Recognising <u>chords</u> and parts that weave in and out of each other. 	<p>structures, applying more advanced features</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Identifying <u>scale patterns</u> (pentatonic, major, modal)
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Overview for the whole school:

Across the 6 terms, every year group will complete 2 performance projects, 2 composition projects and 2 listening projects. This works out as 1 music project per term. Each year group can organise their planning to suit their topics, but performance as a rule, lends itself to term 2 for KS1 (Christmas Nativities etc) and term 6 with the music extravaganza (KS1 and KS2).

Within each listening project, I would expect to see 6 x 15 minute sessions, where a different piece is listened to each week, discussed and appraised with some form of written outcome. The vocab focus can be any of the key inter-related dimensions, but there are specific terms linked to your year group for you to focus on. The written outcome can be pictorial, teacher led or pupil responses.

Within a composition project, I would expect to see some listening as a starter, for inspiration and ideas, using the key vocabulary to appraise. The composition is then the main focus for assessment, with appraisal of the live/recorded compositions at the end, again using the focus vocabulary. Composition requires creating ideas, developing and extending ideas, then evaluating.

Within a performance piece, I would also expect the piece to be listened to first and discussed, picking out key features to focus on (pitch/rhythm/tempo etc.) The performance process would be learning by recall, understanding specific features related to your vocab as you go. The evaluative process should be ongoing, with the children explaining how they could improve. This is the minimum expectation for the year. Any other music you manage to include or expose the class to is just a bonus!

Year 6 example: (the order of tasks may be affected by the timing of Young Voices (O2) as we reintroduce)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening and appraising	Composition	Listening and appraising	Composition	Performance	Performance
<p>6 pieces of music listened to - all linked to our topic (all be it tenuously!)</p> <p>All children involved in discussion using the inter-related dimensions.</p> <p>One child each week volunteered to write the appraisal of the class ideas.</p> <p>Evidence in class book.</p> <p>1 x 15 min session per week</p> <p>From next year - quiz to be added.</p>	<p>IPads - Garage Band composition in pairs - creating a fanfare for Queen Victoria</p> <p>Focus on major chords and scales, pitch, rhythm, timbre and tempo. Pre listening for ideas and whole class evaluation where they graded each other on their work (using a given success criteria). A printout of the evaluation scores was added to a flip as evidence in the book.</p> <p>2 x 75 min sessions over 2 weeks.</p> <p>This was perfect for year 6 - in depth focus rather than 6 x 25 mins</p>	<p>6 pieces of music listened to. All pieces chosen to match the focus vocabulary.</p> <p>All children involved in discussion using the inter-related dimensions, with a focus on the key vocab</p> <p>One child each week volunteered to write the appraisal of the class ideas.</p> <p>Evidence in class book.</p> <p>1 x 15 min session per week</p> <p>Session 6 will be a quiz to evaluate their knowledge of those key words and the inter-related dimensions of music (definitions, what instruments can be heard, how does the tempo change etc.)</p> <p>Qs will be knowledge based (what does tempo mean) or multiple choice to help recognition of features whilst listening.</p>	<p>Percussion (tuned and untuned from class box and voices). Write Graphic score.</p> <p>Children will create a soundscape to match a scene from Macbeth (topic link).</p> <p>Intro - teacher model ideas of how to create different timbres with different instruments. Model graphic score writing to match the sounds demonstrated.</p> <p>Model pitch notation FGACD (glocks)</p> <p>Children will work in groups to create their soundscape. Use some form of score to notate. Differentiation- offer a specific scene (witches brewing spells on misty, dark landscape OR give them the witches spell Double double toil etc. which they can add sounds to and include their voices).</p> <p>Focus is on the key vocab as the success criteria.</p>	<p>After SATs - singing for fun.</p> <p>Developing skills ready for term 6.</p> <p>Piece TBC</p> <p>Focus on performance techniques - posture, breathing, diction etc.</p>	<p>All children involved in the end of year Production and Musical Extravaganza (singing)</p> <p>Production TBC</p> <p>Focus on solo, group and whole year group singing.</p> <p>Part singing/harmony where appropriate.</p>

Listening suggestions for Year 6:

Term 1 links to the topic and the vocabulary will be discussed where relevant to each piece. Term 3 pieces link directly to the specific vocabulary in the scheme of work, as well as following chronologically to discuss changes in genre and style over time.

Term 1: **Music appreciation:** Isle of Wight La Mer (Debussy); Sittin' on the Dock of the Bay (Otis Reading); For the Beauty of the Earth (Rutter) Take the 'A' Train (Duke Ellington Orchestra) Calypso Tropical Bird (Trinidad Steel Band) With a little help from my friends (Beatles)

Term 3: **Music appreciation:** Pachelbel Canon: Major, scalic, string family (2vn, va cello) Lute, harpsichord, Interweaving textures and layers. Baroque Period

In the hall of the mountain King - Grieg: Romantic Period. Listen to full range of dynamics, scale patterns (minor), tempo changes as well as discussing idea of programme music (music that tells a story)

Dave Brubeck - Take 5: In 5/4 time, Jazz.

Pink Floyd - Money: in 7/4 time, then 4/4 time, Prog Rock.

Jean Michel Jarre - Oxygene: Explore electronic sounds

War Dance -West African Polyrhythms applied to the piano YouTube, (fusion of ideas), First 2 mins is plenty - World Music.

Quiz data:

This can be collated as a test score in KS2, if children are answering questions on whiteboards or on paper. Evidence can then be put straight onto the foundation tracking sheets, based on how well the children achieved. I would expect Y6 children to be answering up to 10 questions but Y3 only up to 5 questions, depending on their vocabulary. In KS1, children can be given multiple choice questions and put their hands up to 'vote' on the correct answer (eyes shut before putting hands up?). The teacher can then total up how many children showed understanding and add data straight to the tracking sheet.

The list of pieces suggested in the Model Music Curriculum that children should be introduced to by the end of Year 6 is below.

Popular Music

Style	Title	Artist(s)
90s RnB	Say My Name	Destiny's Child
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis

Musical Traditions

Country*	Tradition	Title	Artist/Composer
Middle East	Folk	Sprinting Gazelle	Reem Kelani
England	Folk	Sea Shanties	Various
Poland	Folk	Mazurkas Op. 24	Chopin
Argentina	Tango	Libertango	Piazzolla
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo

Western Classical Tradition and Film

Title	Composer	Period
1812 Overture	Tchaikovsky	Romantic
Connect It ⁶	Anna Meredith	21st Century
O Eucharisti	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
English Folk Song Suite ⁶	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
For the Beauty of the Earth	Rutter	20th Century
This Little Babe from <i>A Ceremony of Carols</i>	Britten	20th Century
Night Ferry	Anna Clyne	21st Century
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century