

Music Skills and Progression

	Key Stage One	Key Stage 2
Listen & Appraise	<ul style="list-style-type: none"> ● Listen with direction. ● Find the pulse whilst listening using movement - internalise the pulse. ● Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse. ● Start to use the correct musical language to suit the style of music they are learning about. ● Start to recognise different instruments. ● Start to recognise and explore many varied musical styles and traditions and their basic style indicators. ● Start to develop an understanding of the history and context of music. ● Using the correct musical language, discuss feelings and emotions/like and dislikes that are linked to music. ● Gradually and appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses. 	<ul style="list-style-type: none"> ● Listen with direction to a wide range of high-quality music. ● Find the pulse whilst listening using movement - internalise the pulse. ● Understand the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse. ● Build on using correct musical language to suit the style of music they are learning about. ● Confidently recognise different instruments. ● Confidently recognise and explore many varied musical styles and traditions and their basic style indicators. ● Continue to develop an understanding of the history and context of music. ● Using the correct musical language, discuss confidently feelings and emotions/like and dislikes that are linked to music. ● Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.
Games	<ul style="list-style-type: none"> ● Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. ● Start to find the pulse within the context of different songs/pieces of music. ● Build an understanding that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops. ● Internalise the pulse. ● Begin to understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does. ● Learn this by copying until confidence is built. ● Begin to understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds i.e. pitch and we can sing our song. ● Start to understand how pulse, rhythm and pitch work together. ● Start to understand how the other dimensions of music are sprinkled through songs and pieces of music. ● Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice. 	<ul style="list-style-type: none"> ● Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed. ● Find the pulse within the context of different songs/pieces of music with ease. ● Understand that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops. ● Internalise the pulse. ● Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does. ● Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory. ● Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song. ● Understand how pulse, rhythm and pitch work together. ● Understand how the other dimensions of music are sprinkled through songs and pieces of music. ● Build on their progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.

Singing	<ul style="list-style-type: none"> ● Learn appropriate songs for their age group, difficulty of words increasing as they progress. ● Learn rhymes, raps and songs. ● Listen to a song, and learn it as instructed. ● Have a good understanding of working together in an ensemble or as a group singing. ● Understand the importance of warming up their voices, good posture and projecting their voices. ● Sing songs and melodies musically. ● Have an understanding of melody and words and their importance. ● Start to sing in 2 parts. ● Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together. 	<ul style="list-style-type: none"> ● Have a good understanding of working together in an ensemble or as a group singing. ● Understand the importance of warming up their voices, good posture and projecting their voices. ● Sing songs and melodies musically. ● Have a greater understanding of melody and words and their importance. ● Sing together with confidence, melody and words increasing in difficulty. ● Sing in two parts. ● Listen to a song, and learn it as instructed. ● Sing songs and melodies with greater musical understanding. ● Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together.
Playing Instruments	<ul style="list-style-type: none"> ● Use classroom percussion, tuned and un-tuned to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. ● Play differentiated parts with a sound-before-symbol approach and according to ability. Progress as appropriate between the parts. ● Learn to play together in a band or ensemble. ● Learn to treat each instrument with respect and using the correct techniques to play them. ● Start to understand the basics and foundations of formal notation - an introduction. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation at the end of the KS as a learning progression and if appropriate - a differentiated option. 	<ul style="list-style-type: none"> ● Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use own instruments if appropriate. ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ● Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. ● Continue to learn to play together in a band or ensemble. ● Continue to treat each instrument with respect and using the correct techniques to play them. ● Build on understanding the basics and foundations of formal notation - an introduction. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as a learning progression and if appropriate.
Improvisation	<ul style="list-style-type: none"> ● Explore and create musical sound with their voices and instruments. ● Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition. ● Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt. ● Make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Start to perform their own rhythms and melodies using their voice and then an instrument. ● Learn a differentiated approach to improvisation. Start to perform their own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. ● Improvise musically with a basic knowledge of the interrelated dimensions of music 	<ul style="list-style-type: none"> ● Explore and create musical sound with their voices and instruments. ● Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition. ● Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt, reproducing sounds from an increasing aural memory. ● Learn a differentiated approach to improvisation starting with 2 notes and building to 3 then eventually 5 notes or a pentatonic scale. ● Continue to make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Confidently perform their own rhythms and melodies using their voice or an instrument. ● Improvise and perform in solo and ensemble contexts. ● Understand musical improvisation - a melody or tune that makes sense.

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Composition</p>	<ul style="list-style-type: none"> ● Begin to create their own tunes and melodies within the context of the song they are learning. Through games and exploration of ideas and basic knowledge of the interrelated dimensions of music, children will learn to: ● Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding. ● Start composing using two notes, increasing to three notes and beyond if required. ● Record their composition in any way appropriate. ● Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate. 	<ul style="list-style-type: none"> ● Create their own tunes and melodies within the context of the song they are learning. With an understanding of the interrelated dimensions of music, children will learn to: ● Choose, combine and organise patterns and musical ideas within musical structures with understanding. ● Start composing using two notes, increasing to three notes then five notes, a differentiated approach. ● Record their composition in any way appropriate. ● Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Perform</p>	<ul style="list-style-type: none"> ● Work together in an ensemble. ● Appreciate the importance of starting and ending together by learning to follow the conductor leader. ● Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate. Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the unit. ● Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression. ● Improvise simple patterns confidently as part of a performance. ● Practise, rehearse and present performances with awareness of an audience. ● Appreciate that performance can influence how music is presented. ● Look at how music is notated in different ways, using graphic/pictorial notation, ICT or the traditional classical method if appropriate. 	<ul style="list-style-type: none"> ● Work together in an ensemble. ● Appreciate the importance of starting and ending together. ● Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate. ● Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the units. ● Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression. ● Improvise confidently as part of a performance, playing a solo or as part of a small group. ● Practise, rehearse and present performances with awareness of an audience. ● Appreciate that performance can influence how music is presented. ● Read or understand music that is notated in different ways, using graphic/pictorial notation, ICT or formal notation.